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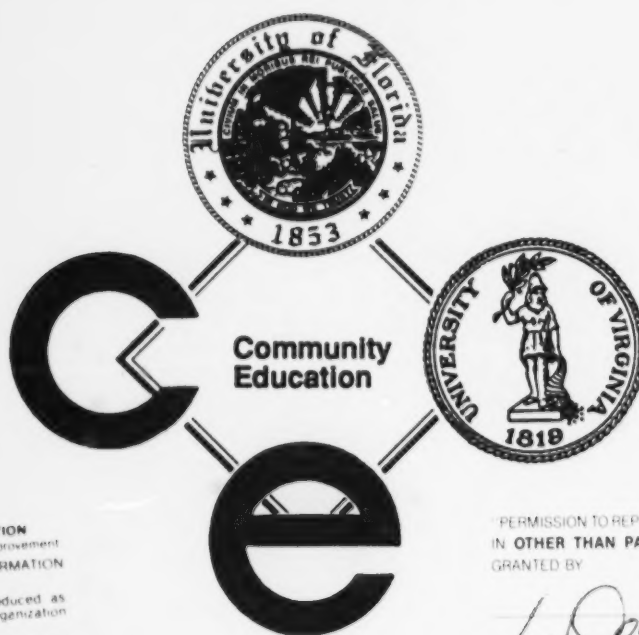
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ABSTRACT

In 1991, a national community education (CE) needs assessment was conducted. The national survey instrument was analyzed and revised for state-level use. A total of 381 CE educators throughout Florida were each randomly assigned to receive open- or closed-ended revised versions of the national survey. A total of 214 educators (56.2% of those contacted) responded. The survey established that the average Florida CE educator is an experienced school district administrator who continues to learn about the field through workshops and training sessions and who is generally satisfied with available CE-related training and publications. The CE educators surveyed reported that, although CE processes and initiatives has strengthened in the past 3 years, funding limitations, erroneous image, and lack of recognition remain serious obstacles to advancement of CE. Because a chi-square analysis established that the closed-ended survey was significantly more likely to elicit a response, it was decided to use the closed-ended survey exclusively in future state-level surveys. (Twenty-two tables are included. Appended are lists of participating community educators, the 1991 national survey and 1992 Florida survey cover letters and survey forms, and responses to the Florida survey.)
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National Networking for State Community Education Capacity Building



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1992 Florida Needs Assessment Survey Report

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**National Networking for State
Community Education Capacity Building Project**

1992 Florida Needs Assessment

Survey Report

by
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March 1993

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About the Capacity Building Project

The 1991-95 National Networking for State Community Education Capacity Building Project is a comprehensive approach to those strategies that need to be implemented over the next several years to help states build and strengthen their community education capacity. The project was designed to meet the developmental needs of states which are at varying stages of community education development, while its longitudinal approach reflects the fact that network building and capacity development are time consuming activities. The Capacity Building Project is made possible by grants from the Charles Stewart Mott Foundation of Flint, Michigan, which has been an advocate for, and financial supporter of, community education throughout the United States since the 1930s.

The Mid-Atlantic Center for Community Education at the University of Virginia and the Stewart Mott Davis Center for Community Education at the University of Florida have been working on collateral aspects of the Capacity Building Project.

Since 1987, the Mid-Atlantic Center, with Mott Foundation support, has focused on community education planning and development at the state level. Previous projects have: supported the development/implementation of five-year community education state plans in 47 states; established a database on community education development; provided training sessions for state-level facilitators; and developed and disseminated several products including *Community Education Across America* (Decker and Romney 1990), a national reference manual of exemplary local community education projects.

During the five-year Capacity Building Project, the Mid-Atlantic Center is focusing on two areas: materials development and a continuation of its direct support for state-level activities. This direct state-level support has included the awarding of 42 capacity building grants during the first three project years. The first step in the Center's materials development activities occurred during 1991, the first project year, when the Center conducted a national needs assessment. Survey results are now serving as a guide for enhancing community education development during the entire project period. Two priority areas of concern identified in the national needs assessment—educational reform and needs assessments—were immediately addressed by the Center. During 1991-92, the Center prepared two publications focusing on the issue of educational reform, one of which, *Educational Restructuring and the Community Education Process* (Decker and Romney 1992), was designed to acquaint policy makers and other educators with the role community education has, and could, play in the reform movement. The topic of needs assessments, identified as a training needs, is being addressed in two ways. First, during 1992, the survey instrument used in the national needs assessment was adapted for state-level use. This state-level form, pilot tested in both Florida and Kentucky, is now available through the Center to any state wishing to conduct a state-wide assessment. Additionally, the Center is currently developing a monograph on planning and needs assessments.

The Stewart Mott Davis Center for Community Education at the University of Florida is coordinating the second portion of the Capacity Building Project. The Center is focusing on the

assessment aspects of the Capacity Building Project; specifically it is assessing the impact of the various state projects funded by the Mid-Atlantic Center and conducting a continuing national community education needs assessment that complements data being collected by the Mid-Atlantic Center. To date, it has completed the first phase of its national assessment activities which focused on community education state-level capacity building in each of the states. This phase assessed the existence and status of: state planning; legislation and funding at the state level; state professional associations; college and university training centers; and state education agency involvement in community education development. Results of this comprehensive assessment were published in a monograph, *Community Education in the 50 States* (Clark and Zemlo), which was published in Spring 1993.

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1992 FLORIDA NEEDS ASSESSMENT

Executive Summary

Since 1987, the Mid-Atlantic Center for Community Education at the University of Virginia has focused on community education planning and development at the state level. These activities have been supported by a series of grants from the Charles Stewart Mott Foundation of Flint, Michigan. Beginning in 1991, the Center moved into a third phase project, the 1991-95 National Networking for State Community Education Capacity Building Project. An outgrowth of discussions with community educators across the country, this project was designed as a comprehensive approach to those strategies that need to be implemented over several years to best meet the needs of states as they build and strengthen their individual community education capacity.

To date, under the aegis of the Capacity Building Project, the Center has awarded 42 capacity building grants in support of state-level activities, has conducted a national needs assessment upon which future project activities and materials development is being based, and has adapted the national needs assessment instrument for state-level use. This Florida needs assessment was the first step in that state-level adaptation. The national form was redesigned for more efficient analysis and test piloted in Florida. Results of this survey, in turn, have added to the refinement of the state-level survey form adaptation. Two major changes for future state-level surveys are: (1) the form will no longer ask for the identification of a respondent's single most important response and (2) all questions will be presented using a closed-ended format with an "other, please specify" option. Minor changes in wording and restructuring of questions are also included. The following is a brief summary of the substantive information provided by the 214 respondents to the Florida survey.

Background. A composite picture of the average community educator who responded to this survey shows an experienced, school district administrator who continues to learn about the field by attending workshops and training sessions, especially those sponsored by a university community education center and by ACE of Florida. In addition to belonging to the state community education association and an educational administration association, our typical community educator has attended at least two of the last three state association meetings and at least one national association meeting. He or she also looks to both the state and national associations' publications for important information on current activities within the field.

Training and Publications. Despite a high level of usage and satisfaction with currently available training and publications, our composite community educator has identified a number of specific topics for future emphasis. For both training and future publication, funding is the primary issue to be addressed and community involvement techniques secondary. Published information concerning full-service schools, programming ideas, and gaining recognition for community education is also needed, as is training focused on at-risk youth and building

collaborations and partnerships.

Priorities and Enhancement. Community education process and initiatives have strengthened over the last three years at both the state and local levels despite funding decreases. At the state level, department of education support and lack of community education legislation are important factors, while at the local level, program expansion and involvement in K-12 education are the key. Different current activities are being stressed at the state and local levels, with the former concentrating on state plan priorities and full-service schools and the latter on child care, at-risk youth, and adult basic education. Both the state and local levels share a focus on literacy. Of one thing our community educator is sure: if community education were stronger, better organized, or better financed, it could do everything and anything at both the state and local level, especially in terms of full-service schools.

The main obstacles to achieving this ideal state at both levels are funding limitations, erroneous image, and lack of recognition. The strategies to overcome these obstacles include increasing awareness and educating others about community education, political involvement, and lobbying efforts.

Resulting Activities. The substantive results of this needs assessment are being widely distributed throughout Florida. This information not only provides a database concerning practitioners and the currently available training and materials but also helps provide direction and focus for planning future training and materials development.

As part of the Capacity Building Project's assessment-development-testing-revision process, the Florida survey has provided clear direction for further refinements in the adaptation of the 1991 national needs assessment for state-level use. Based on return rates and response pattern, future surveys will be based on closed-ended format questions and will not ask respondents to identify their single most important response.

1992 FLORIDA NEEDS ASSESSMENT

THE MID-ATLANTIC CENTER FOR COMMUNITY EDUCATION

Planning and Implementation Projects

Since 1987, the Mid-Atlantic Center for Community Education at the University of Virginia has focused on community education planning and development at the state level. These efforts were made possible by a series of grants from the Charles Stewart Mott Foundation of Flint, Michigan, which has supported community education throughout the United States, both at the advocacy and financial levels, since the 1930s.

During the Planning and Implementation Projects, the Center concentrated on developmental aspects of state-level community education capacity building. Initial activities during the 1987-88 National State Community Education Planning Project concentrated on planning for community education growth. During this time, the Center assessed the status of state-level community education development and identified those factors common to states with successful and comprehensive community education networks and programs. This project also enabled the Center to begin its annual financial support of state-level activities. Representatives of 47 states and the District of Columbia applied for and were awarded planning assistance grants to help support the development/updating of their state's five-year (1988-93) state community education plan. The Center sponsored several activities for the initial group of state grant facilitators designed to provide a broadened perspective on the national community education movement and to explore community education development in other states. These included a workshop, follow-up session, and a national teleconference.

As a result of this direct, state-level assistance, new and/or revised state plans were developed in all but one of the participating states. Additionally, a database on state community education development was compiled from information collected during the project. A significant by-product of the project was a heightened degree of enthusiasm and communications within and among existing state community education networks. These outcomes both documented the success of the National State Community Education Planning Project and provided the rationale for the activities that followed.

The National State Planning and Implementation Project, conducted during 1989-90, focused on implementation. The second set of state-level grants were awarded on a competitive process, with 27 states that had been involved in the initial Planning Project receiving additional funds to assist with specific follow-up and implementation strategies. These grants supported "the next step" in advancing community education in a particular state, with a special emphasis on statewide networking.

The communications focus continued as the Mid-Atlantic Center developed and disseminated two products. Center Director Larry Decker served as the guest editor for the first communications initiative, the Fall 1989 special issue of the *Community Education Journal*, "Planning Tomorrow: Can Communities Fix American Education?" While highlighting information about past and present state-level community education development activities, the issue delineated future activities and expectations in state-level community education planning and capacity building efforts. The second product was *Community Education Across America* (Decker and Romney 1990), a national reference manual of exemplary local community education projects with descriptions of their statewide community education initiatives and support networks. The manual provided information on approximately 140 local programs in 45 states to serve as an "idea source" for possible program and network replications.

The Planning and Implementation Projects produced increased activity at both the state and local levels. However, it was clear that the level at which community education functioned in the different states varied widely from those just beginning to learn about community education and develop community schools to those with highly developed community education networks and many comprehensive local projects involved in innovative programming. Diversity was also apparent in the identity of the "prime players" in a state-level network, including any combination of state education agency, institutions of higher education, state associations, active local projects, and other interested and/or cooperating agencies. To meet such diversity of status and functioning required a diversity in the type of state-level assistance that would best further community education development in a particular state. Network building and capacity development are time consuming activities that require sustained nurturing. Thus, a multi-year, multi-faceted project was designed.

1991-95 National Capacity Building Project

An outgrowth of discussions with community educators across the country, the 1991-95 National Networking for State Community Education Capacity Building Project was designed as a comprehensive approach to those strategies that need to be implemented over the next several years to best meet the needs of states as they build and strengthen their individual community education capacity. Through the Capacity Building Project, the Mid-Atlantic Center continues its tradition of supporting state-level activities combined with a focus on communications initiatives. The project's longitudinal design allows for a natural progression of activities within these areas of focus.

Grant Awards

Over the five-year period, approximately \$210,000 in grants will be awarded on a competitive basis. To date, 42 capacity building grants have been awarded to support the following activities:

- (1) revision/implementation of the community education state plan;
- (2) documentation/evaluation of the state model or outcomes; and

(3) provision of state/regional training.

Over the life of the project, emphasis is being shifted from state plan development/implementation to documentation and regional training.

National Needs Assessment, Materials Development and Dissemination

The Capacity Building Project's five-year time period allows the Mid-Atlantic Center to overcome a common problem of short-term projects -- insufficient time to conduct an assessment of what needs to be done and then do it. Beginning with the 1991 National Needs Assessment, each project year includes development, dissemination, and material/product evaluation aspects. This sequencing assures that assessment, development, dissemination, feedback and evaluation, and revision are part of the evolution of each product. This 1992 Florida Needs Assessment is one step in the process of developing, testing, and revising an adaptation of the national survey for state-level use.

The National Projects Advisory Committee (Appendix A) has provided invaluable support and guidance to the Center in shaping the scope and direction of activities. The Committee also advises the concurrent, companion project at the University of Florida, Assessing the Impact of the National Networking for State Community Education Capacity Building Project. Funded by the Mott Foundation, this research project is providing third-party evaluation and documentation of the effects of the Mid-Atlantic Center's activities in support of state community education development and capacity building.

1991 National Community Education Needs Assessment. Priority issues and training needs identified in the 1991 national needs assessment are serving as the focal point for the Mid-Atlantic Center's material development activities within the Capacity Building Project. The survey instrument was developed with the assistance of several groups, including the National Projects Advisory Committee, the Instrument Review Panel of the Curry School of Education, University of Virginia, and selected community education leaders across the United States who participated in a pilot study of the survey instrument. (Appendix A). Their input helped ensure that the survey instrument (1) would be comprehensive enough to fill a variety of future planning needs and (2) would be clear and easy to complete in order to encourage a high rate of return and to facilitate analysis.

The four-page survey instrument combined several scaled evaluation questions with numerous open-ended format questions in four categories: the respondent; publications; training; and priorities and enhancement (Appendix B). The survey was conducted by mail beginning in May 1991. Of the 400 state and local community education leaders, representing all 50 states and the District of Columbia, asked to complete the survey, 263 (65.8 percent) responded. This included at least one respondent from each state and the District of Columbia. The return rate for Florida community educators on the national survey paralleled the national rate; twenty Floridians received surveys, and 13 of them responded (65.0 percent).

Responses to open-ended questions were coded using an emergent design. Although data management is a major concern in posing a large number of open-ended questions, the Mid-Atlantic Center had sufficient financing and staff-hours available to organize and analyze this data. The final *1991 Needs Assessment: Materials and Training Survey Report* (Romney 1992) was distributed to all survey participants and is available through the Mid-Atlantic Center.

1992 FLORIDA NEEDS ASSESSMENT

Development of the Survey Instrument

One topic identified in the 1991 national needs assessment as a priority area for community education training was needs assessment. This, combined with the positive response from community educators on having the extensive information provided by the 1991 survey available to them, led the Mid-Atlantic Center to choose this area as one of its initial materials development activities. In discussion with other community educators, it was decided to adapt the national survey instrument for state-level use.

The first issue to be addressed in developing the state-level adaptation was that of data management. Whereas the Mid-Atlantic Center is a research and development center for community education with a trained research staff, state associations, frequently the initiator of state-level surveys, may not have such staffing available and may depend on volunteer members. Therefore, the goal was to achieve a high level of data quality while minimizing the labor intensiveness of data coding and analysis.

The first step in the adaptation process was to adapt the national survey form, including the open-ended questions, for state-level use using the same format as the 1991 national survey. To fill state-level informational needs, respondents were also asked to answer several questions on two levels: state and local. The initial adapted survey instrument was reviewed by three community education leaders, including two in Florida (Larry E. Decker, Mid-Atlantic Center for Community Education, University of Virginia; Phillip A. Clark, Stewart Mott Davis Center for Community Education, University of Florida; and John S. Zemlo, Alachua County Community Education, Santa Fe Community College). Once revised, this instrument became the open-ended format survey (Appendix C).

The next step in the adaptation process directly addressed the issue of data management. Posing identical survey question, but using a closed-ended question format, an alternate survey instrument was developed. Results of the 1991 national survey formed the basis for developing the response options on the closed-ended format survey (Appendix C). Priority areas identified in the national survey plus those additional areas identified by Florida respondents to the national survey were included as possible response options. This form was then reviewed by the same three community education experts with special concern to verify the completeness of response alternatives.

Survey Distribution and Rate of Return

The State of Florida was chosen as the initial test site for the survey adaptation based on a variety of reasons. The foremost of these was that Florida has strong community education programs and networks and a large and easily identified population of community educators. Additionally, Phil Clark of the University of Florida, and also project director of the collateral Capacity Building Assessment Project, agreed to co-sponsor the survey.

Beginning May 12, 1992, survey forms were mailed to 385 community educators throughout the state, with each participant randomly assigned to receive an open- or closed-ended format survey. Participants included all community education directors, coordinators, and contacts on the mailing list of those working in school districts and community colleges which receive state community education funding as developed by the Department of Education, Bureau of Adult and Community Education. There was a second, follow-up mailing to non-respondents on June 4, 1992. Both mailings were sent via first class mail and included a cover letter, a copy of either the open- or closed-ended survey form, and a self-addressed, stamped return envelope (Appendix C).

Four surveys were returned unanswered either because an individual had moved and the form was undeliverable by the post office, or had left or retired and the form was returned by his/her agency. This, therefore, reduced the total sample size to 381, with 182 receiving the open-ended form and 199 the closed-ended form. There were 154 responses to the first mailing of the survey; of these, 54 open-ended format surveys were returned and 100 closed-ended format surveys. This represented a total response rate of 40.4 percent; among those receiving an open-ended format survey, 29.7 percent responded to the first request while 50.3 percent of those receiving a closed-ended format survey responded.

The second mailing produced an additional 60 responses, 22 open-ended format surveys and 38 closed-ended format surveys. This represented 26.4 percent of the 227 who had not responded to the first request, 17.2 percent of the remaining 128 open-ended format survey recipients and 38.4 percent of the remaining 99 closed-ended format survey recipients.

In all, 214 community educators, 56.2 percent of those invited to participate, provided information for the survey results described in this report (Appendix A). Of those who received open-ended format surveys, a total of 41.8 percent responded (76 of 182) and, of those who received closed-ended format surveys, a total of 69.3 percent (138 of 199) responded.

The differences in response/non-response by survey format was examined statistically using a two-by-two crosstabulation procedure with one degree of freedom for the first request mailing, for the second request mailing, and for the overall response rates. The resultant chi-squares were significant at the .01 level for each comparison (Table 1). This striking difference in response rates led to the decision to use closed-ended format questions in future state-level surveys.

Table 1
Responses to Survey Mailings by Type of Survey

	Obs. (Exp.) Frequencies			
	Open-Ended	Closed-Ended	Chi Sq.	Signif.
First Mailing	54 (73.6)	100 (80.4)	16.71987	.00004
Second Mailing	22 (33.8)	38 (26.2)	12.89809	.00033
Total	76 (102.2)	138 (111.8)	29.38832	.00000

Data Analysis

The responses from each returned survey were recorded on an individual survey report form. For those surveys not returned, only the identification number was included on the survey report form. Due to the multiple responses possible for many questions, there was a total of 148 possible variables.

Closed-ended questions, both Likert scales and multiple choice, were coded using a straightforward, *a priori* coding guide. Open-ended questions, including the "other, please specify" response, were coded qualitatively, using a quasi-emergent design, i.e. coding began by using the detailed coding guide from the national survey and added new responses as they emerged. Most questions on the survey form specified the allowable number of responses. If an individual indicated a greater number of responses than specified, no responses to that question were included in the data analysis; this method was employed in order to avoid researcher bias in choosing which responses to a question would be included and which excluded.

As in the 1991 national survey, one person completed the coding for all open-ended questions to control for consistency. The coding guide was reviewed after all surveys had been coded first to eliminate any duplication of entries and then to cluster similar responses into categories to facilitate interpretation and use of results. The Academic Computing Center, University of Virginia was responsible for computer entry of all survey report forms. Data was entered using a fixed format for analysis with SPSS^x version 4.1.

Frequencies and percents of cases were tabulated for each question. For questions which allowed for more than one possible response, the Multi Response Groups procedure was used to tabulate total frequencies, percents of responses, and percents of cases. The "percent of responses" is the frequency of a given response divided by the total number of responses provided by all respondents to a question; the "percent of cases" is the frequency of a given response divided by the number of respondents to the question, i.e. the percent of respondents who indicated that response. For each question permitting multiple responses, the total percent of cases exceeds 100 percent and one may use this figure to determine the average number of responses per respondent

to that question, e.g., a total percent of cases of 237 percent indicates that those who responded to that particular question provided an average of 2.37 responses each. Percents are based on the number of individuals who responded to a particular question, not the total number of individuals involved in the survey. The number of individuals who responded to a particular question, also referred to as the number of cases, is provided in the frequency tables for each question. For questions allowing only one response, the number of cases is the same as the total frequency.

The "other" category in the following tables indicates both the number of times an "other" response was provided and the number of different substantive responses within the "other" category. These are primarily responses which were identified by one or two respondents. Following the practice established in the 1991 national survey, a 5.0-percent-of-cases criterion was used for including specific individual "other" responses in the tables. However, no individual substantive responses within the "other" category achieved this criterion and, therefore, there are none included in the tables. Complete frequency tables for each question, including substantive responses in the "other" category, are included in Appendix D.

SURVEY RESULTS

Concerning the Respondent

Background information is provided in the first ten survey questions. This can be developed into a description of a "typical" community educator in Florida and serves as an evaluative database of past and currently available training and information sources.

Questions 1-3: The Work Situation. The first three survey questions ask where the individual works and length of involvement in the field of community education. Since school districts operate most community education programs in Florida, it is not surprising that the vast majority of respondents, 80.3 percent, work for local school districts. There was some diversity in an individual's specific position or job title. Almost half of the respondents, 40.7 percent, currently have administrative titles such as principal, assistant principal, or dean. Other individual job titles were each identified by fewer than a quarter of respondents. Among the more frequently cited were community education coordinator or specialist (22.5 percent of cases) and community education director at the district/community college level (19.6 percent). While almost 40 percent of respondents have been involved in community education for more than ten years, fewer than 25 percent have been involved for three years or less. Data concerning the work experience of respondents is summarized in Table 2.

Question 4: Past Training Experiences. Only 35 respondents (21.0 percent) reported that they had received no formal training in community education. The majority (79.0 percent) indicated that they had received such training. This latter group had participated in an average of 2.4 training events each from a variety of sources. The two most frequently cited types of training were classes and workshops sponsored by a university or community education center (66.3 percent of cases) and conferences and workshops sponsored by Adult and Community Educators

of Florida (65.6 percent). Two additional frequently cited types of training were programs sponsored by the state department of education (35.0 percent of cases) and training sponsored by related organizations (31.3 percent). A complete listing of training events is provided in Table 3.

Table 2
Work Experience

Where do you work? (214 cases)	Number	% Cases
Adult/continuing education center	2	0.9
Community college	19	8.9
Local school district	189	80.3
University	4	1.9

What is your current position or job title? (209 cases)

	Number	% Cases
Community education coordinator/specialist	47	22.5
Community education site director	9	4.3
Community school director/coordinator/etc.	23	11.0
District/community college CE director	41	19.6
Principal/administrative titles	85	40.7
Program/project director/coordinator	4	1.9

How many years have you been involved in community education? (207 cases)

	Number	% Cases
1-3	50	24.2
4-6	40	19.3
7-9	35	16.9
10+	82	39.6

Although 393 training events were identified, respondents provided evaluations of their usefulness for only 377 events. Of these, fully 240 training events (63.7 percent) were judged very useful by respondents and an additional 118 events (31.3 percent) were judged somewhat useful. There were few negative ratings; 17 training events (4.5 percent) were judged slightly useful and only two (0.5 percent) not useful—one ACE of Florida training event and one university or community education center training event. A crosstabulation of type of training by evaluation of usefulness is provided in Table 4.

Questions 5: Conference Attendance. In addition to their inclusion in Question 4 concerning training, question 5 asked specifically about attendance at both national and state association meetings. Of those responding to these questions, 67 (47.5 percent) had attended at least one NCEA conference while 162 (81.4 percent) had attended at least one ACE of Florida conference.

Table 3
Past Training Experiences

Type of Training:	Number	% Responses	% Cases
ACE of Fla conferences/workshops	107	27.2	65.6
Conferences, workshops (not specified)	9	2.3	5.5
Degree program in community education	10	2.5	6.1
Mott Foundation programs	17	4.3	10.4
NCCE training	10	2.5	6.1
NCEA	24	6.1	14.7
State department of education programs	57	14.5	35.0
Training by related organizations	51	12.8	31.3
University/CE center workshop/class	108	27.5	66.3
Total	393	100.0	241.1

(Total cases = 163)

Table 4
Evaluation of Past Training Experience

	Level of Usefulness				Row	
	Very	Somewhat	Slightly	Not useful	Total	(%)
ACE of Fla conferences/workshops	59	37	3	1	100	(26.5)
Conferences, workshops (not specified)	7	2	0	0	9	(2.4)
Degree program in CE	5	4	1	0	10	(2.7)
Mott Foundation programs	10	5	0	0	15	(4.0)
NCCE training	8	1	0	0	9	(2.4)
NCEA	14	9	1	0	24	(6.4)
State DOE programs	36	15	4	0	55	(14.6)
Training by related organizations	34	13	3	0	50	(13.3)
University/CE center workshop/classes	57	32	5	1	105	(27.9)
Total	240	118	17	2	377	(100.0)

(Total cases = 155)

Only a few (10.6 percent) had attended all of the last three national conferences; more than three times as many (33.7 percent) had attended all of the last three state conferences. The type, number, and year of conference attendance are delineated in Table 5.

Table 5
Conference Attendance

	NCEA	ACE of Fla
Number (%) attending		
All three conferences	15 (10.6)	67 (33.7)
Two conferences	14 (9.9)	43 (21.6)
One conference	38 (27.0)	52 (26.1)
None of the conferences	74 (52.5)	37 (18.6)
Number (%) attending at least one conference	67 (47.5)	162 (81.4)
Years of conference attendance		
1989	48 (71.6)	107 (66.0)
1990	37 (55.2)	121 (74.4)
1991	18 (26.9)	103 (63.6)

Questions 6-8: Professional Identification. Membership in professional associations is one aspect of professional identification. In Florida, a majority of respondents (132 or 72.5 percent of cases) belong to ACE of Florida, while only a few (33 or 18.1 percent of cases) belong to the National Community Education Association. Whereas there were 182 respondents to question 6, which asked about professional association affiliations in general, there were 204 respondents to question 8, which asked specifically about membership in ACE of Florida. On this latter question,

Table 6
Professional Association Affiliations

	Number	% Responses	% Cases
ACE of Fla	132	33.9	72.5
Adult & continuing education associations	38	9.8	20.9
Aging/seniors associations	3	.8	1.6
Educational administration associations, including principals	78	20.1	42.9
Literacy	25	6.4	13.7
NCEA	33	8.5	18.1
Phi Delta Kappa	27	6.9	14.8
Public relations associations	3	.8	1.6
Vocational education associations	28	7.2	15.4
Other associations (<i>14 different subcategories</i>)	21	5.4	11.5
Total	389	100.0	213.7
(Total cases = 182)			

128 respondents (62.7 percent) stated that they are members of the state association. Other associations to which many respondents belonged were in the areas of educational administration (42.9 percent) and adult and continuing education (20.9 percent). Additional membership information is provided in Table 6.

When asked their primary area of professional interest or discipline, respondents were requested to provide a single response. Most frequently cited was community education, identified by 55 respondents (30.1 percent). Cited by almost as many (24.6 percent) was adult and continuing education. This is not surprising with the strong links that exist in Florida between the two professional areas, including the combined adult and community education association, ACE of Florida. A third area cited by a significant number of respondents (17.5 percent) was educational administration. Again, this is not surprising as many of those included in the survey are involved in the administration of community and adult education programs. Table 7 lists the professional areas of interest identified by respondents as primary.

Table 7
Primary Area of Professional Interest

	Number	% Cases
Adult & continuing education	45	24.6
At-risk youth	6	3.3
Child care/extended day	12	6.6
Collaborations & partnerships	1	0.5
Community education	55	30.1
Community involvement/development	2	1.1
Counseling & guidance	3	1.6
Curriculum	2	1.1
Educational administration	32	17.5
Geriatrics	1	0.5
Leadership development	4	2.2
Vocational education	7	3.8
Other educational disciplines (<i>11 different subcategories</i>)	14	7.7
Total	183	100.0

Questions 9-10: Sources of Information. Where do community educators find out what is happening in community education? The National Community Education Association was most frequently identified (34.7 percent of cases) as the best source of information nationally; it was also identified by 19.0 percent of respondents as their single most important response to this question ("most-important citation"). Two NCEA publications were also frequently cited: *Community Education Journal* (25.9 percent of cases with 16.7 percent of the most-important citations) and *Community Education Today* (15.6 percent of cases with 4.8 percent of the most-important citations). In all, NCEA and its publications were cited 112 times and identified as the

single most important source of information nationally 17 times. Also frequently identified were other community education professionals (25.2 percent of cases with 21.4 percent of the most-important citations) and university or community education centers (16.3 of respondents with 9.5 percent of the most-important citations). These and other identified sources are listed in Table 8.

Table 8
Best Information Sources Nationally

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
CENET (CE Computer Network)	4	1.7	2.7	1	2.4
<i>Community Education Journal</i>	38	15.7	25.9	7	16.7
<i>Community Education Today</i>	23	9.1	15.6	2	4.8
Mid-Atlantic Center/Decker publications	2	.8	1.4		
Mott Foundation	19	7.9	12.9	7	16.7
NCEA	51	21.1	34.7	8	19.0
NCCE	7	2.9	4.8		
Other CE professionals	37	15.3	25.2	9	21.4
University/CE center	24	9.9	16.3	4	9.5
None/need more	7	3.0	4.8		
Other sources: In-state (<i>5 subcategories</i>)	6	2.5	4.1	1	2.4
Other sources: National (<i>14 subcategories</i>)	24	9.9	16.3	3	7.1
Total	235	100.0	164.6	42	100.0

(Total cases = 147; 42 respondents identified a single most important source)

According to the vast majority of respondents (88.0 percent), there are good sources of community education information in Florida. Most frequently cited was ACE of Florida, identified as a good source by 113 respondents (66.1 percent) and as the single best source of information within the state by 22 respondents (33.3 percent). Also frequently identified were: networking (42.7 percent of cases with 19.7 percent of the most-important citations); local community education directors and programs (40.9 percent of cases with 18.2 percent of the most-important citations); and the department of education (36.8 percent of cases with 15.2 percent of the most-important citations). A listing of sources and how frequently they were identified is provided in Table 9.

Background Summary: Profile of a Community Educator in Florida. This composite of the typical or average respondent should help provide a better perspective by which to view survey data. The typical community educator who provided information for this survey is an administrator for a local school district with at least 10 years of experience. The typical respondent has participated in workshops or training sessions sponsored by a university

community education center and by ACE of Florida. Additionally, he or she has attended one NCEA national conference and two of the last three state association conferences.

Table 9
Best Information Sources in Florida

Is there a good state source? (184 cases)	Number	% Cases				
Yes	162	88.0				
No	22	12.0				
			All Responses		Most Impt. Response	
Good Sources within Florida:	No.	% Resp.	% Cases	No.	% Cases	
ACE of Fla	113	30.6	66.1	22	33.3	
Adult & Continuing Education	1	.3	.6			
Department of education	63	17.1	36.8	10	15.2	
Local CE directors/programs	70	19.0	40.9	12	18.2	
Networking	73	19.8	42.7	13	19.7	
University/CE center	48	13.0	28.1	9	13.6	
Workshops (not specified)	1	.3	.6			
Total	369	100.0	215.8	66	100.0	

(Total cases = 171; 66 respondents identified a single most important source)

While claiming identity as a community educator, our typical respondent does not limit professional memberships to the field. In addition to belonging to ACE of Florida, he or she belongs to an educational administration association. Although our typical community educator does not belong to the NCEA, the association and its publications provide the best source of information for what's happening in community education across the country. Within Florida, our community educator considers the state association the best source for keeping up with events and backs it up with a strong networking system.

Concerning Training and Publications:

On what issues and topical areas do community educators in Florida feel their training and printed materials should concentrate? That is the question addressed by questions 11 through 13.

Question 11: Issues Training Should Address. There was a great variety in the issues and topical areas identified as the top three priorities for community education training (Table 10). One topical area, funding and budgeting, was identified by half again as many respondents as any other single area. While sixty-one respondents (31.9 percent) identified this topical area, 14 of them (13.2 percent) identified it as the single most important topic to be included in community

education training, also making it the most frequently identified most important issue. At-risk youth was the second most frequently identified issue (20.4 percent of cases). Building collaborations and partnerships shared third place ranking with community involvement, both identified by 18.8 percent of respondents. These topical areas did not, however, rank in the top three among those cited as the single most important topic; literacy, educating others about community education, and educational reform/*America 2000* were all more frequently identified as the single most important training topic.

Table 10
Issues Training Should Address

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Administration of CE	30	5.7	15.7	6	5.7
At-risk youth	39	7.5	20.4	6	5.7
Building collaborations & partnerships	36	6.9	18.8	4	3.8
Child care/extended day	25	4.8	13.1	7	6.6
CE philosophy & concepts	13	2.5	6.8	3	2.8
Community involvement	36	6.9	18.8	6	5.7
Educating others about community education	23	4.4	12.0	9	8.5
Educational reform/ <i>America 2000</i>	26	5.0	13.6	8	7.5
Emerging issues	6	1.1	3.1	1	.9
Funding & budgeting	61	11.7	31.9	14	13.2
Impacting legislation	22	4.2	11.5	7	6.6
Leadership training	19	3.6	9.9	3	2.8
Lifelong learning	15	2.9	7.9	1	.9
Literacy	28	5.4	14.7	10	9.4
Lobbying/political involvement	7	1.3	3.7	1	.9
Needs assessments	11	2.1	5.8		
Networking	7	1.3	3.7	1	.9
Parent/family education & involvement	30	5.7	15.7	6	5.7
Public relations & marketing	27	5.2	14.1	5	4.7
Training for professionalism	15	2.9	7.9	2	1.9
Other topics/issues (<i>15 different subcategories</i>)	47	9.0	24.6	6	5.7
Total	523	100.0	273.8	106	100.0

(Total cases = 191; 106 respondents identified a single most important topic/issue)

Questions 12-13: Publications. Fully 84.0 percent of respondents receive the newsletter produced by Adult and Community Educators of Florida, Inc., *ACE Report*. Almost 81 percent of newsletter recipients read most or all of it, with 1.6 percent stating that they read little of it and only 0.5 percent (one respondent) who doesn't read it at all. When asked about the newsletter's

usefulness, most rated it at somewhat useful (62.6 percent of cases); the next largest group was those who rated it as very useful (25.1 percent). The newsletter was rated slightly useful by 9.5 percent of respondents and only 2.8 percent (five respondents) do not find it useful. Table 11 provides data on the distribution, readership, and evaluation of *ACE Report*.

Table 11
ACE of Fla Newsletter

Do you receive <i>ACE Report</i>? (194 cases)	Number	% Cases
Yes	163	84.0
No	31	16.0
How much of it do you read? (183 cases)	Number	% Cases
All	80	43.7
Most	68	37.2
Some	31	16.9
Very little	3	1.6
None	1	0.5
How useful do you find it? (179 cases)	Number	% Cases
Very	45	25.1
Somewhat	112	62.6
Slightly	17	9.5
Not useful	5	2.8

Although there is a high level of readership and a high degree of satisfaction with *ACE Report*, many respondents identified topics, currently not being addressed, that they would like included in the newsletter (Table 12). As in the question on training needs, funding, specifically funding alternatives, identified by 54 respondents (38.6 percent), was the most frequently identified topic which should be included in *ACE Report*. Funding alternatives also received the greatest number of most-important citations (21.7 percent). The second most frequently identified topic for inclusion, full-service schools (26.4 percent of cases), was also cited as most important 21.7 percent of the time. Another frequently identified topic, programming ideas (22.9 percent of cases), received 7.2 percent of the most-important citations. Professionalization of community education received as many most-important citations, yet had only been identified as a topic for inclusion by 12.9 percent of respondents. Community involvement, identified for inclusion by 17.1 percent of respondents, received more most-important citations (10.1 percent) than any of these.

Table 12
Additional Topics for ACE Report

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Aging/seniors	9	2.7	6.4	1	1.4
At-risk youth	21	6.4	15.0	4	5.8
CE Research & documentation	11	3.3	7.9	2	2.9
Child care/extended day	17	5.2	12.1	1	1.4
Collaborations & partnerships	16	4.8	11.4	1	1.4
Community involvement	24	7.3	17.1	7	10.1
Educational reform/ <i>America 2000</i>	26	7.9	18.6	6	8.7
Full-service schools	37	11.2	26.4	15	21.7
Funding alternatives	54	16.4	38.6	15	21.7
Nothing lacking	11	3.3	7.9		
Professionalization of CE	18	5.5	12.9	5	7.2
Programming ideas	32	9.7	22.9	5	7.2
Public relations & marketing	26	7.9	18.6	3	4.3
Training & staff development	24	7.3	17.1	4	5.8
Other topical issues (<i>4 different subcategories</i>)	4	1.2	2.9		
Total	330	100.0	235.7	69	100.0

(Total cases = 140; 69 respondents identified a single most important topic)

The degree of satisfaction with current materials was emphasized by the fact that 17 respondents (11.9 percent) felt that no additional printed materials or publications are needed in Florida. The remaining 126 respondents (88.1 percent) did identify additional topics and formats (Table 13). Topics were more frequently identified than formats, with 235 topic responses (73.4 percent of responses) and 66 format responses (10.8 percent of responses). Although one format response, how-to manuals/workbooks, was identified by 29 respondents (20.3 percent) and received 7.8 percent of the most-important citations), five topic responses were identified more frequently by respondents and only one of these had a lower most-important ranking. Among topic responses, funding alternatives was again most frequently identified (33.6 percent of cases). It was not, however, identified most frequently as most important (15.4 percent of the most-important citations). Strategies for gaining recognition for community education, the second most frequently identified topic, identified by 36 respondents (24.7 percent), was most frequently identified as most important (24.7 percent of the most-important citations). The third and fourth most frequently identified topics were community involvement techniques (23.1 percent of cases) and at-risk youth (21.0 percent). They reversed frequency ranking positions on the question of single most important topic, with at-risk youth receiving 10.4 percent of the most-important citations and community involvement techniques 7.8 percent.

Table 13
Topics and Types of Additional Needed Materials

	All Responses			Most Impt. Response	
	No.	% Resp.	% Cases	No.	% Cases
Topics:					
At-risk youth	30	9.4	21.0	8	10.4
Child care/extended day	25	7.9	17.5	3	3.9
Collaboration & partnership building	20	6.3	14.0	4	5.2
Community involvement techniques	33	10.4	23.1	6	7.8
Funding alternatives	48	15.1	33.6	12	15.4
Management/strategic planning	18	5.7	12.6	7	9.1
Public relations/advertising techniques	13	4.1	9.1	4	5.2
Strategies for gaining recognition for CE	36	11.3	25.2	19	24.7
Other topical areas (8 different subcategories)	12	3.8	8.4	2	2.6
Formats:					
Computerized CE data base	13	4.1	9.1	4	5.2
How-to manuals/workbooks	29	9.1	20.3	6	7.8
Issues yearbook	4	1.3	2.8		
Program guides	11	3.5	7.7	1	1.3
Other suggestions (6 different subcategories)	9	2.8	6.3	1	1.3
None:					
Nothing required	17	5.3	11.9		
Total	318	100.0	222.4	77	100.0

(Total cases = 143; 77 respondents identified a single most important topic/format)

Training and Publications Summary. Although our composite community educator reads and appreciates currently available materials and has taken advantage of available training and has rated it highly, he or she has identified specific topics for future emphasis. Chief among these is funding, both as a training need and as a topic for *ACE Report* and other future publications. Community involvement techniques were also identified as a priority area for both training and future publications. Whereas full-service schools and programming ideas were priority areas for *ACE Report*, gaining recognition for community education was a priority for other published materials. In terms of training needs, at-risk youth and building collaborations and partnerships were also priority topics.

Concerning Priorities and Enhancement:

Question 14: National Community Education Enhancement. When asked what activities or projects should be stressed at the national level to enhance the development of community

education initiatives, two suggestions were clearly the most popular (Table 14). The initiation of a community education marketing or publicity campaign was the single most frequently suggested activity, identified by 78 respondents (46.2 percent) with 17.9 percent of the most-important citations. The suggestion that received the greatest number of most-important citations (26.9 percent)—lobby for community education funding—was the second most frequently identified suggestion (36.7 percent of cases). A closely related suggestion—lobby for community education support—was identified by 23.1 percent of respondents with 10.3 percent of the most-important citations. Another widely supported suggestion was leadership training or development programs 21.9 percent of respondents with 14.1 percent of the most-important citations.

Table 14
Proposals for National Activities and Projects

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Business needs in the workforce	35	9.1	20.7	5	6.4
Collaboration with related groups	25	6.5	14.8	5	6.4
CE marketing/publicity campaign	78	20.3	46.2	14	17.9
CE-based education reform project	27	7.0	16.0	9	11.5
College credit for NCEA workshops	15	3.9	8.9	3	3.8
Document CE models	13	3.4	7.7		
Involve practitioners at the national level	17	4.4	10.1	1	1.3
Leadership training/development program	37	9.6	21.9	11	14.1
Lobby for CE funding	62	16.1	36.7	21	26.9
Lobby for CE support	39	10.2	23.1	8	10.3
National community education director	5	1.3	3.0		
National efforts are currently sufficient	3	.8	1.8		
Other projects (<i>17 different subcategories</i>)	28	7.3	16.6		
Total	384	100.0	227.2	78	100.0

(Total cases = 169; 78 respondents identified a single most important project)

Question 15: State- and Local-Level Enhancement. At the state-level, more respondents (40.4 percent) said that the community education process and its initiatives had become stronger in Florida over the last three years than said that there had been no change (34.6 percent). A sizeable minority, however, (25.0 percent) felt that community education had become weaker over this time period. One factor—funding decreased—predominated in respondents' identification of the cause for the current status of community education process and initiatives. Fifty-five respondents (43.7 percent) identified decreases in funding as a cause of change. The next most frequently identified causes—department of education leadership and the lack of legislation—were each cited by only 19 respondents (15.1 percent). Not only was funding the most frequently identified cause, it also received the greatest number of most-important citations (55.2 percent). The second ranked most important cause, lack of legislation, was identified by only three

respondents (10.3 percent). The identified causes of change in state-level initiatives are listed in Table 15 and those for local-level activities in Table 16.

Table 15
Causes of Change in State-level Initiatives

	All Responses			Most Impt. Response	
	No.	% Resp.	% Cases	No.	% Cases
CE focusing on programs	6	2.4	4.8		
CE focusing on social problems	11	4.4	8.7	1	3.4
CE network strong	8	3.2	6.3		
CE network weak	1	.4	.8		
CE viewed as problem solver	8	3.2	6.3		
DOE leadership	19	7.6	15.1	2	6.9
DOE leadership lacking	16	6.4	12.7	1	3.4
Funding decreased	55	22.1	43.7	16	55.2
Funding increased	10	4.0	7.9	2	6.9
Goals & priorities are clear	7	2.8	5.6		
Goals & priorities lacking	7	2.8	5.6		
Involvement in K-12 lacking	3	1.2	2.4		
Involvement in K-12 program	8	3.2	6.3		
Legislation & reform	8	3.2	6.3		
Legislation lacking	19	7.6	15.1	3	10.3
Program expansion	7	2.8	5.6		
Public awareness	8	3.2	6.3	2	6.9
Public awareness lacking	9	3.6	7.1		
Recognition of the success of CE	7	2.8	5.6		
Reductions in programs	4	1.6	3.2		
State association strong	4	1.6	3.2		
State association weak	4	1.6	3.2		
State plan	12	4.8	9.5	2	6.9
Other factors (6 different subcategories)	8	3.2	6.3		
Total	249	100.0	197.6	29	100.0

(Total cases = 126; 29 respondents identified a single most important factor)

At the local school district or community college level, almost half (49.2 percent of cases) felt that community education process and initiatives had grown stronger over the last three years. As at the state level, a sizeable, though slightly smaller, minority (21.8 percent of cases) felt that process and initiatives had grown weaker over that time period, with the remaining 29.0 percent reporting no change. As at the state level, the primary factor in local-level initiatives was funding

decreases. Sixty-two respondents (37.1 percent) identified this single factor. Program expansion (23.4 percent of cases) and involvement in K-12 programs (13.2 percent) were also frequently identified. Only 22.8 percent (38 of 167) of those who responded to the local-level aspect of question 15 also identified a single most important cause. Eight of these respondents (21.1 percent) identified decreased funding as most important and four (10.5 percent) identified the lack of goals and priorities.

Table 16
Causes of Change in Local-level Initiatives

	All Responses			Most Impt. Response	
	No.	% Resp.	% Cases	No.	% Cases
CE focusing on programs	17	4.5	10.2	2	5.3
CE focusing on social problems	15	4.0	9.0	1	2.6
CE network strong	7	1.9	4.2		
CE network weak	5	1.3	3.0		
CE viewed as problem solver	20	5.3	12.0	3	7.9
DOE leadership	20	5.3	12.0	2	5.3
DOE leadership lacking	9	2.4	5.4		
Funding decreased	62	16.6	37.1	8	21.1
Funding increased	6	1.6	3.6	3	7.9
Goals & priorities are clear	16	4.3	9.6	3	7.9
Goals & priorities lacking	16	4.3	9.6	4	10.5
Involvement in K-12 lacking	13	3.5	7.8	1	2.6
Involvement in K-12 program	22	5.9	13.2	1	2.6
Legislation & reform	3	.8	1.8		
Legislation lacking	10	2.7	6.0		
Program expansion	39	10.4	23.4	3	7.9
Public awareness	15	4.0	9.0	3	7.9
Public awareness lacking	20	5.3	12.0	1	2.6
Recognition of the success of CE	18	4.8	10.8	1	2.6
Reductions in programs	18	4.8	10.8	1	2.6
State association strong	3	.8	1.8		
State association weak	2	.5	1.2		
State plan	6	1.6	3.6		
Other factors (7 different subcategories)	13	3.5	7.8	1	2.6
Total	374	100.0	224.0	38	100.0

(Total cases = 167; 38 respondents identified a single most important response)

Questions 16-17: Issues To Address. The state community education plan is a strong factor in Florida activities. In fact, state plan priorities were identified by 26 respondents (25.0 percent)

as an issue currently being addressed at the state level. Two issues within the state plan were also widely cited: literacy (24.0 percent of cases) and full-service schools (21.2 percent). This latter issue was also the most frequently identified most important issue currently being addressed. With only 22 of 104 respondents to question 16 identifying their most important issue, 8 of them (36.4 percent) cited full-service schools.

In exploring possibilities of what community educators *could* do if community education were strong, better organized or better financed, the most common response was, "everything and anything." Thirty respondents (24.8 percent) chose this all inclusive response. Only one issue frequently identified among current activities was also frequently cited among the possibilities; full-service schools was an issue identified by 22 respondents (18.2). State plan priorities and literacy, both frequently cited among current activities, were identified by only 10 respondents (8.3 percent) and seven respondents (5.8 percent) respectively. Other high priorities for strengthened community education activities were funding alternatives (13.2 percent) and educational reform/*America 2000* (12.4 percent). Table 17 provides information on both current and potential issues at the state level.

A different set of issues, primarily focused on children and youth, are current areas of activity at the local level. The two primary issues are child care/extended day (39.4 percent of cases) and at-risk youth (28.4 percent). Two areas focused on adults were also frequently cited: adult basic education (25.7 percent of cases) and literacy (22.0 percent). Thirty of the 109 respondents (27.5 percent) who provided information in question 16 also identified their single most important issue. Most frequently cited was literacy (7 respondents or 23.3 percent), followed by adult basic education and full-service schools, each receiving five most-important citations (16.7 percent).

Possibilities at the local level had more overlap with those at the state level than did current activities. As at the state level, community educators most frequently responded (28.8 percent of cases) that they could do everything and anything if community education were stronger, better organized, or better financed. Full-service schools were again named the second highest priority (20.5 percent of cases) for possible activity. The level of agreement concerning priorities decreased markedly after these first two issues, with the third highest priority, program expansion, being cited by only 12.9 percent of respondents. As at the state level, few respondents to question 17 also identified their single most important issue (22.7 percent of question respondents), usually citing everything and anything (20.0 percent). Current activities and possibilities at the local level are listed in Table 18.

Questions 18-19: Challenges To Be Met. Funding is an issue which has been identified as a priority throughout the survey—as a training need, a cause of change in community education initiatives, and as an issue both being and to be addressed. In question 18, funding was identified by the majority of respondents (51.9 percent) as being the biggest obstacle that community education advocates must address at the state level (Table 19). Although only a few respondents to question 18 (16.2 percent) identified a single most important obstacle, funding again received the greatest number of most-important citations (11 of 25). The image of community education was another very important obstacle. Not only was community education's image as a frivolous,

non-credit add-on the second ranked obstacle identified by 20.8 percent of respondents, the combined image factor—as a frivolous add-on, as being adult and continuing education, as being outdated, and as being limited to recreation—was cited by 44.2 percent of respondents. An important third factor, related to image, was lack of recognition (18.2 percent of cases).

Table 17
Issues Currently Being Addressed at the State Level
(Issues That *Could* Be Addressed)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Adult basic education	17	7.6	16.3	3	13.6
	(7)	(3.1)	(5.8)	(1)	(4.5)
At-risk youth	19	8.5	18.3	2	9.1
	(6)	(2.7)	(5.0)	(1)	(4.5)
CE process orientation	5	2.2	4.8	1	4.5
	(3)	(1.3)	(2.5)	(1)	(4.5)
Child care/extended day	16	7.2	15.4		
	(5)	(2.2)	(4.1)	(1)	(4.5)
Collaborations & partnerships	3	1.3	2.9		
	(4)	(1.8)	(3.3)		
Community involvement	4	1.8	3.8		
	(7)	(3.1)	(5.8)	(1)	(4.5)
Continuing education	3	1.3	2.9		
	(7)	(3.1)	(5.8)		
Crime & violence	5	2.2	4.8		
	(7)	(3.1)	(5.8)		
DOE support	10	4.5	9.6	3	13.6
	(7)	(3.1)	(5.8)	(2)	(9.1)
Educational reform/ <i>America 2000</i>	7	3.1	6.7	1	4.5
	(15)	(6.6)	(12.4)	(2)	(9.1)
(Everything & anything)	(30)	(13.3)	(24.8)	(3)	(13.6)
Full-service schools	22	9.9	21.2	8	36.4
	(22)	(9.7)	(18.2)	(3)	(13.6)

Table 17 (continued)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Funding alternatives	12 (16)	5.4 (7.1)	11.5 (13.2)	(3)	(13.6)
Growth	10 (4)	4.5 (1.8)	9.6 (3.3)	(1)	(4.5)
Health & wellness	4 (4)	1.8 (1.8)	3.8 (3.3)		
Legislation	5 (7)	2.2 (3.1)	4.8 (5.8)	(1)	(4.5)
Literacy	25 (7)	11.2 (3.1)	24.0 (5.8)	3	13.6
Parent involvement	1 (5)	.4 (2.2)	1.0 (4.1)		
Preschool early childhood education	1 (3)	.4 (1.3)	1.0 (2.5)		
Program expansion	3 (13)	1.3 (5.8)	2.9 (10.7)	1 (1)	4.5 (4.5)
Public relations & marketing	3 (10)	1.3 (4.4)	2.9 (8.3)		
Seniors/intergenerational programs	8 (6)	3.6 (2.7)	7.7 (5.0)	(1)	(4.5)
State plan priorities	26 (10)	11.7 (4.4)	25.0 (8.3)		
Other issues [7 different subcategories] (14 different subcategories)	14 (21)	6.3 (9.3)	13.5 (17.4)		
Total	223	100.0	214.4	22	100.0
(Total)	(226)	(100.0)	(186.8)	(22)	(100.0)

[Total "current" cases = 104; 22 respondents identified a single most important response]
 (Total "could" cases = 121; 22 respondents identified a single most important response)

Table 18
Issues Currently Being Addressed at the Local Level
(Issues That *Could* Be Addressed)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	No.	% Resp.	% Cases	No.	% Cases
Adult basic education	28	11.2	25.7	5	16.7
	(4)	(1.5)	(3.0)	(1)	(3.3)
At-risk youth	31	12.4	28.4	2	6.7
	(15)	(5.7)	(11.4)	(1)	(3.3)
CE process orientation	3	1.2	2.8		
	(4)	(1.5)	(3.0)	(1)	(3.3)
Child care/extended day	43	17.2	39.4	4	13.3
	(8)	(3.1)	(6.1)	(2)	(6.7)
Collaborations & partnerships	10	4.0	9.2		
	(7)	(2.7)	(5.3)		
Community involvement	9	3.6	8.3	1	3.3
	(14)	(5.4)	(10.6)	(4)	(13.3)
Continuing education	7	2.8	6.4	1	3.3
	(4)	(1.5)	(3.0)		
Crime & violence	7	2.8	6.4	1	3.3
	(8)	(3.1)	(6.1)		
DOE support	1	.4	.9		
	(3)	(1.1)	(2.3)		
Educational reform/ <i>America 2000</i>	2	.8	1.8		
	(14)	(5.4)	(10.6)	(3)	(10.0)
Everything & anything	(38)	(14.6)	(28.8)	(6)	(20.0)
Full-service schools	15	6.0	13.8	5	16.7
	(27)	(10.3)	(20.5)	(4)	(13.3)

Table 18 (continued)

	All Responses			Most Impt. Response	
	No.	% Resp.	% Cases	No.	% Cases
Funding alternatives	7 (15)	2.8 (5.7)	6.4 (11.4)		
Growth	5 (10)	2.0 (3.8)	4.6 (7.6)	(3)	(10.0)
Health & wellness	5 (5)	2.0 (1.9)	4.6 (3.8)		
Legislation	2 (3)	.8 (1.1)	1.8 (2.3)		
Literacy	24 (8)	9.6 (3.1)	22.0 (6.1)	7	23.3
Parent involvement	9 (8)	3.6 (3.1)	8.3 (6.1)	2 (1)	6.7 (3.3)
Preschool/early childhood education	2 (4)	.8 (1.5)	1.8 (3.0)		
Program expansion	6 (17)	2.4 (6.5)	5.5 (12.9)	1 (3)	3.3 (10.0)
Public relations & marketing	2 (11)	.8 (4.2)	1.8 (8.3)	(2)	(6.7)
Seniors/intergenerational programs	7 (9)	2.8 (3.4)	6.4 (6.8)	(1)	(3.3)
State plan priorities	9 (7)	3.6 (2.7)	8.3 (5.3)		
Other issues [9 different subcategories] (10 different subcategories)	14 (16)	5.6 (6.1)	12.8 (12.1)	1	3.3
Total	250	100.0	229.4	30	100.0
(Total)	(261)	(100.0)	(197.7)	(30)	(100.0)

[Total "current" cases = 109; 30 respondents identified a single most important response)
 (Total "could" cases = 132; 30 respondents identified a single most important response)

Table 19
Obstacles To Be Overcome at the State Level

	All Responses			Most Impt. Response	
	No.	%Resp.	%Cases	No.	%Cases
Apathy & burnout	11	3.9	7.1	1	4.0
CE is misunderstood	24	8.5	15.6	5	20.0
Collaborations & partnerships lacking	9	3.2	5.8	1	4.0
DOE staff	23	8.1	14.9	1	4.0
Funding	80	28.3	51.9	11	44.0
Image: adult & continuing education	21	7.4	13.6	2	8.0
Image: frivolous, non-credit, add-on	32	11.3	20.8	2	8.0
Image: outdated	11	3.9	7.1	1	4.0
Image: recreation	4	1.4	2.6		
Lack of recognition	28	9.9	18.2	1	4.0
Multiple responsibilities of CE practitioners	20	7.1	13.0		
Other obstacles (7 different subcategories)	19	6.7	12.3		
Total	283	100.0	183.8	25	100.0

(Total cases = 154; 25 respondents identified a single most important response)

To meet these challenges at the state level, community educators targeted their strategies via a small group of proposed activities (Table 20). The primary strategy identified by respondents was to increase awareness and visibility of community education (24.8 percent of cases); related to this was the fifth ranked suggestion of educating others about community education (19.2 percent of cases). The second ranked tactic was to become politically involved (23.2 percent of cases); related to this, were the third and fifth ranked recommendations: to lobby (1) for community education support (20.8 percent of cases) and (2) for community education funding (25.0). It is interesting to note that, although ranked fifth in obstacles, to lobby for community education funding ranked first among most important obstacle citations (25.0 percent). Further support for the funding issue was found in the recommendation to identify funding alternatives (20.8 percent), which shared third place ranking.

Local-level obstacles, as at the state level, were led by funding (41.0 percent of cases). Among the few who identified their single most important obstacle (19.9 percent of cases to this question), funding was the most common response (28.1 percent). The second ranked individual obstacle—lack of recognition (24.8 percent)—had also ranked high on the state-level list, while the third ranked multiple responsibilities of community education practitioners (24.2 percent) had not been a high priority obstacle in the state rankings. The combined image factor again was very important (a combined 43.5 percent of cases), led by the frivolous, add-on factor (21.1 percent) and the adult and continuing education factor (12.4 percent). This image factor was further supported in that 23.6 percent of respondents identified the fact that community education is

misunderstood as a serious obstacle. The identified local-level obstacles are listed in Table 21 and strategies to overcome them in Table 22.

Table 20
Strategies To Overcome State-Level Obstacles

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Become politically involved	29	11.8	23.2	2	10.0
Build collaboration & partnership	9	3.7	7.2	1	5.0
Conduct CE-based reform project	6	2.4	4.8		
Develop/expand leadership skills	11	4.5	8.8	1	5.0
Document results	6	2.4	4.8	1	5.0
Educate others about CE	24	9.8	19.2	2	10.0
Identify funding alternatives	26	10.6	20.8	2	10.0
Image: change & modernize	12	4.9	9.6		
Increase awareness & visibility of CE	31	12.6	24.8	4	20.0
Involve the community	7	2.8	5.6		
Lobby for CE funding	24	9.8	19.2	5	25.0
Lobby for CE support	26	10.6	20.8	2	10.0
Work with government & legislature	22	8.9	17.6		
Other activities (8 different subcategories)	13	5.3	10.4		
Total	246	100.0	196.8	20	100.0

(Total cases = 125; 20 respondents identified a single most important response)

Table 21
Obstacles To Be Overcome at the Local Level

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Apathy & burnout	16	5.3	9.9	1	3.1
CE is misunderstood	38	12.6	23.6	6	18.8
Collaborations & partnerships lacking	5	1.7	3.1	1	3.1
DOE staff	9	3.0	5.6	1	3.1
Funding	66	21.9	41.0	9	28.1
Image: adult & continuing education	20	6.6	12.4	2	6.3
Image: frivolous, non-credit, add-on	34	11.3	21.1		
Image: outdated	8	2.7	5.0	1	3.1
Image: recreation	8	2.7	5.0		
Lack of recognition	40	13.3	24.8	3	9.4
Multiple responsibilities of CE practitioners	39	13.0	24.2	7	21.9
Other obstacles (6 different subcategories)	18	6.0	11.2	1	3.1
Total	301	100.0	187.0	32	100.0

(Total cases = 161; 32 respondents identified a single most important response)

The pattern of recommended strategies to overcome local-level obstacles is similar to that at the state-level. Educating others about and increasing awareness and visibility of community education were cited as the two top priority strategies (28.3 percent of cases each). Funding, again, was among the top strategies (23.2 percent), followed closely by the recommendation to become politically involved (21.7 percent). As has been the pattern, only a few of those providing recommendations for strategies to overcome obstacles also identified their single most important strategy (19.6 percent). Although lobbying for funding received the greatest number of most-important citations at the state level, community educators feel that increasing awareness and visibility of community education is the single best strategy for community education advancement at the local level.

Table 22
Strategies To Overcome Local-Level Obstacles

	All Responses			Most Impt. Response	
	No.	% Resp.	% Cases	No.	% Cases
Become politically involved	30	10.6	21.7	3	11.1
Build collaboration & partnership	17	6.0	12.3	1	3.7
Conduct CE-based reform project	7	2.5	5.1	1	3.7
Develop/expand leadership skills	15	5.3	10.9	1	3.7
Document results	3	1.1	2.2		
Educate others about CE	39	13.7	28.3	4	14.8
Identify funding alternatives	32	11.3	23.2	1	3.7
Image: change & modernize	20	7.0	14.5	1	3.7
Increase awareness & visibility of CE	39	13.7	28.3	8	29.6
Involve the community	17	6.0	12.3	4	14.8
Lobby for CE funding	16	5.6	11.6	3	11.1
Lobby for CE support	13	4.6	9.4		
Work with government & legislature	17	6.0	12.3		
Other activities (<i>10 different subcategories</i>)	19	6.7	13.8		
Total	284	100.0	205.8	27	100.0

(Total cases = 138; 27 respondents identified a single most important response)

Priorities and Enhancement Summary. Despite funding decreases, community education process and initiatives are stronger at both the state and local levels. Our typical community educator is most concerned about what these funding cuts have done to community education development. In terms of state-level development, he or she is heartened by department of education support and concerned about the lack of community education legislation, and views local-level development more dependent on program expansion and involvement in K-12 education. Different activities are seen as currently being stressed at the state and local levels,

with state-level action focused on state plan priorities and full service schools, with local-level action focused on child care, at-risk youth, and adult basic education, and with both focused on literacy. Of one thing our community educator is sure: if community education were stronger, better organized, or better financed, it could do everything and anything at both the state and local level, especially in terms of full-service schools.

The same obstacles are seen at the state and local level: funding limitations, erroneous image, and lack of recognition. Our typical community educator feels another obstacle at the local level: multiple responsibilities. Increasing awareness and educating others about community education are seen as the prime means for overcoming these obstacles at both levels, with political involvement and lobbying efforts as strong secondary measures.

SUMMARY OF DATA

Background. The typical community educator in Florida is an experienced school district administrator who takes advantage of various means to expand his or her expertise, such as participating in workshops, attending state association meetings, and keeping abreast of events by reading the ACE of Florida newsletter, *ACE Report*, and NCEA publications. A self-declared "community educator," he or she also identifies as an educational administrator.

Training and Publications. Funding emerges as a primary concern with community involvement a strong secondary concern. Both areas were identified as needs for additional training and printed materials. Training should also include a greater emphasis on at-risk youth and building collaborations and partnerships, while printed materials need to focus on full-service schools, programming ideas, and gaining recognition for community education.

Priorities and Enhancement. Funding decreases are the norm and have impacted state- and local-level initiatives. Despite this, community education process and initiatives are stronger at both levels. At the state-level, department of education support and lack of legislation have had a strong impact while, at the local level, development has been more dependent on program expansion and involvement in K-12 education.

Whereas current state-level activities focus on state plan priorities and full-service schools, local-level action focuses on child care, at-risk youth, and adult basic education. A focus on literacy is a common ground of activity. At both levels, everything and anything could be achieved given sufficient support, especially in providing full-service schools.

Funding limitations, erroneous image, and lack of recognition -- these are the obstacles confronting today's community educator in Florida. To overcome them tomorrow involves increasing others' awareness and knowledge of community education. Additional actions to support this include political involvement and lobbying efforts.

CONCLUSIONS AND RECOMMENDATIONS

This 1992 Florida Needs Assessment Survey had two goals: to gather substantive information concerning the status and needs of community educators in Florida and to pilot test a state-level adaptation of the national needs assessment survey.

Substantive Information. The substantive results of this needs assessment are being widely distributed throughout Florida. Two-hundred fourteen community educators completed the four-page survey, and their responses were the basis for the results reported here. This information not only provides a database concerning practitioners and the currently available training and materials but also helps provide direction and focus for planning future training and materials development within the state.

The aura of the data leads to the conclusion that community educators in Florida are experienced professionals concerned about continuous training to meet the challenges of tomorrow. The challenges they see focus on the expanding, inclusive concept of community education—full-service schools, community involvement, collaborations and partnerships. Local activities are focused on meeting more basic needs—child care, at-risk youth, adult basic education. This survey has helped highlight the different realities individuals see when they think about activities at the state level or in their own localities.

Many of the themes—funding, image, recognition—that have emerged from these results echo those of the 1991 national needs assessment. These areas are a continuing focus of activities for the Mid-Atlantic Center as it supports state-level activities and develops materials for national distribution.

Survey Adaptation. As part of the Capacity Building Project's assessment-development-testing-revision process, the Florida survey has provided clear direction for further refinements in the adaptation of the 1991 national needs assessment for state-level use. Based on return rates and response pattern, this initial survey adaptation has in turn been revised.

Due to the statistically significant difference in response rates by survey format, the closed-ended format survey form will be the basis for future state-level assessments. When first envisioned, it was anticipated that significant information would be gathered by asking respondents to identify their single most important response to a question. This, however, produced sparse data with a decreasing number of most-important citations as one progressed through the form. Therefore, this aspect of survey questions has been removed. Finally, additional revisions were made in the wording and structure of selected questions.

The revised form was then pilot tested in Kentucky in the Fall 1992. Again, results of that survey were used to refine the instrument into its final form. The Mid-Atlantic Center is available to assist states as they use this state-level survey instrument to assess their individual status, needs, and priorities.

Appendix A
Participating Community Educators

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Adult and Community
Education
Hillsborough County School
District
Tampa

Ronald Froman
Orange County School District
Orlando

Frank Gallina
Pinellas County School District
St. Petersburg

Julie Gant
Hamilton County School District
Jasper

Rigoberto M. Garcia
Hillsborough County School District
Adult and Community Education
Tampa

Marily Gerstner-Horvath
Fort Myers Community High School
Lee County School District
Fort Myers

Cynthia t. Gilmore
Mandarin Oaks Elementary School
Duval County School District
Jacksonville

Richard Goldsmith
Loggers Run Community Middle School
Palm Beach County School District
Boca Raton

Mary Gorge
Community Education Center
Marion County School District
Ocala

Joe Grammer
Millville Elementary School
Bay County School District
Panama City

Fred D. Greene
Hamilton County School District
Jasper

Alice S. Guidy
Santa Rosa County School
District
Milton

Ron Hall
Margate Community School
Broward County School District
Margate

Sandra L. Hayes
Adult School
Santa Rosa County School
District
Milton

J. Gary Hendricks
Orange County School District
Orlando

Nancye Henkle
Alachua County School District
Gainesville

Denise Henry
St. Johns County School District
St. Augustine

Rita Hersey
Charlotte County School District
Port Charlotte

Rudy A. Horvath
Cypress Lake Community
School
Lee County School District
Fort Myers

Sandra K. Hughett
Englewood Senior High School
Duval County School District
Jacksonville

William Alvin James
Columbia County School District
Lake City

Robert Jones
Community Education Center
Hernando County School District
Brookville

Roger Jones
Charlotte County School District
Port Charlotte

Jay Joseph
Coral Park Adult Community School
Dade County School District
Miami

Albert Thomas, Jr.
Jefferson County School District
Monticello

Carl F. Miller, Jr.
Martin County School District
Stuart

H. E. Owens, Jr.
Orange County School District
Orlando

J. J. Steele, Jr.
Okaloosa County School District
Fort Walton Beach

Samuel Lauff, Jr.
Community Education Center
Marion County School District
Ocala

Elizabeth (Libby) Kanipe
Flagler County School District
Flagler Beach

Joseph Kelly
Hillsborough County School
District
Tampa

Stan Kemp
Spectrum Community School
Martin County School District
Stuart

James W. Kendricks
Hillsborough County School
District
Tampa

Carol Kennedy
North Fort Myers Comm. High
School
Lee County School District
North Fort Myers

Rocky Kitchens
Hardee County School District
Wauchula

Marion Kozlowski
Nassau County School District
Fernandina Beach

Stephen Larger
Alachua County School District
Gainesville

Marian Lauria
Hillsborough County School
District
Seffner

Chester Leathers
Alachua County School District
Gainesville

Robert Ledford
Seminole Community College
Sanford

Josephine Leyte-Vidal
Community Education Center
Marion County School District
Ocala

Cheryl Lombard
Boca Raton Community High School
Palm Beach County School District
Boca Raton

Nell Lucas
Palm Beach County School District
Palm Beach Gardens

Jack I. Mangione
Hillsborough County School District
Tampa

Preston Marshall
West Miami Middle Community School
Dade County School District
Miami

Donald Martin
Brevard Community College
Merritt Island

Joseph H. Mathos
Dade County School District
Miami

Leo May
American Adult Community School
Dade County School District
Hialeah

Meredith E. McCleary
Broward County School District
Fort Lauderdale

Patricia McDonald
Leon County School District
Tallahassee

Allen McEachin
Key Biscayne Ele. Community
School
Dade County School District
Key Biscayne

Charles J. McKenny
Robert E. Lee Senior High
School
Duval County School District
Jacksonville

James E. McLeod
North Florida Junior College
Madison

Leo Mediavilla
Barron Collier High School
Collier County School District
Naples

Mark Mellone
Wellington Community High
School
Palm Beach County School
District
Wellington

Richard Melograno
Ben Franklin Elementary
Community School
Dade County School District
North Miami

Gary A. Merritt
Duval County School District
Jacksonville

Terry Miller
Lake County School District
Tavares

Rory Morris-Richardson
Pinellas County School District
Largo

Gene R. Motley
St. Johns County School District
St. Augustine

Sue Nash
Charlotte County School District
Port Charlotte

Carole Naylor
Walton County School District
DeFuniak Springs

Horace C. Neal
Santa Rosa County School District
Milton

Doris Nesbit
Merrick Education Center
Dade County School District
Coral Gables

Louise W. Newman
Adult High School
Manatee County School District
Bradenton

Sherry N. Oliver
Pinellas County School District
Largo

Arylis L. Parramore
Gadsden County School District
Quincy

Suzanne Paul
Manatee County School District
Bradenton

Sheila A. Payne
Daytona Beach Community
College
Daytona Beach

William Payne
Wakulla County School District
Crawfordville

Gloria Pickar
Seminole Community College
Sanford

Assistant Principal
Community High School 666
Palm Beach County School
District
Palm Beach Gardens

Assistant Principal
Community High School FFF
Palm Beach County School
District
Boca Raton

Harry Levine, Principal
Countryside Community School
Pinellas County School District
Clearwater

Mary B. Puleo
Sarasota County School District
Sarasota

Jesse Quigg
Wakulla County School District
Crawfordville

Jim Ramsey
Taylor County School District
Perry

Rebecca N. Reddish
Bradford County School District
Starke

Alice Rice
Boca Raton Community Middle School
Palm Beach County School District
Boca Raton

Pamela R. Riechmann
Lone Star Elementary School
Duval County School District
Jacksonville

James C. Roberts
Duval County School District
Jacksonville

Nanette N. Rodgers
Polk County School District
Bartow

Vernon Rogers
Walter C. Young Community School
Broward County School District
Pembroke Pines

Clara Roundtree
Shadowlawn Ele. Community School
Dade County School District
Miami

Bart Ruark
Alachua County School District
Gainesville

Nancy Sapiro
Dade County School District
Miami

Marguerite L. Scheffler
Charlotte County School District
Port Charlotte

Margaret Schelles
Central High School
Hernando County School
District
Brookville

Lynda Schladent
South Florida Community
College
Avon Park

Veronica Sehart
Leon County School District
Tallahassee

Ruth A. Shaw
Indian River County School
District
Vero Beach

Gary R. Shelt
Martin County School District
Stuart

John C. Sherman
Hillsborough County School
District
Brandon

Thomas Shetler
Palm Beach Gardens
Community H.S.
Palm Beach County School
District
Palm Beach Gardens

J. D. Shouse
Riverdale Community High School
Lee County School District
Fort Myers

Barbara A. Shuter
Pinellas County School District
Clearwater

John A. Shuttlesworth
Osceola County School District
Kissimmee

Martin Simonoff
Hialeah/Miami Lakes Adult Comm. Sch.
Dade County School District
Hialeah

Marshall Skinner
Martin County School District
Stuart

Sally Sloan
Pinellas County School District
Clearwater

Eugene W. Snyder
Collier County School District
Naples

George W. Pittman, Sr.
Jefferson County School District
Monticello

Shirley W. Stacey
Sarasota County School District
Sarasota

John E. Stafford
NOVA Community School
Broward County School District
Davie

Bruno Stanislawsk
Plantation Community School
Broward County School District
Plantation

Eliabeth Stark
Alachua County School District
Gainesville

Dr. Gene Statler
South Florida Community
College
Avon Park

Tom Stoiber
Alachua County School District
Gainesville

David G. Stone
Levy County School District
Bronson

Lawrence Suhm
Coral Gables Adult Community
School
Dade County School District
Coral Gables

Judy R. Sullivan
Sarasota County School District
Sarasota

Child care Supervisor
Santa Rosa County School
District
Gulf Breeze

John Swearingen
Crestwood Community Middle
School
Palm Beach County School
District
Royal Palm Beach

Eddie Taylor
Brevard Community Collewge
Melbourne

Stacy A. Thomas
Palm Beach County School District
Palm Beach Gardens

Janet Totoro
Manatee Area Vocational Tech. Center
Manatee County School District
Bradenton

James Tranthem
C.W. Carver Middle Community School
Dade County School District
Coral Gables

Janet S. Valentine
Flagler County School District
Flagler Beach

Richard Valentine
Lantana Community Middle School
Palm Beach County School District
Lantana

Paul Vasvari
Arlington Middle School
Duval County School District
Jacksonville

Marcia Vaughan
Sarasota County School District
Sarasota

James E. Veal
Mandarin Senior High School
Duval County School District
Jacksonville

Vincent Vignola
Madie Ives Ele. Community
School
Dade County School District
North Miami Beach

Dorothy Walker
Charles Drew Middle
Community School
Dade County School District
Miami

Joe R. Wallace
First Coast Senior High School
Duval County School District
Jacksonville

Margaret D. Wallace
Levy County School District
Bronson

Garlon Webb
Baker County School District
Macclenny

Mary Lou Weiss
Naples High School
Collier County School District
Naples

James White
Lake Worth Community High
School
Palm Beach County School
District
Lake Worth

John White
Miami Palmetto Adult
Community School
Dade County School District
Miami

Susan Widdis
South Florida Community College
Avon Park

John C. Wigley
Cocoa Adult/Community Education Center
Brevard Community College
Cocoa

Bill Williams
Washington-Holmes Area Vo-Tech Center
Washington County School District
ChIPLEY

Kris Williams
Alachua County School District
Gainesville

Harry Wilson
F.W. Springstead High School
Hernando County School District
Spring Hill

Kent D. Wofford
San Mateo Elementary School
Duval County School District
Jacksonville

Terry R. Zartman
Hillsborough County School District
GibsonTON

John S. Zemlo
Alachua County School District
Gainesville

Unknown
(ID number removed)

Appendix B
The 1991 National Survey

Mid-Atlantic Center for Community Education

University of Virginia Curry School of Education
405 Emmet Street, Ruffner Hall
Charlottesville, Virginia 22903 (804) 924-0866



May 2, 1991

To: State and Local Community Education Leaders

From: Larry Decker and Valerie Romney

Re: National Needs Assessment

Larry Decker
Valerie Romney

The Mid-Atlantic Center for Community Education, with support from the C. S. Mott Foundation, has initiated a planned 5-year National State Community Education Capacity Building Project. This is the third phase of a series of projects that began in 1987 in which the Center has supported the developmental growth process of Community Education at the state level. In addition to its continuing financial support of state-level projects, this year the Mid-Atlantic Center is conducting a national assessment of publication, training, and state capacity building needs. The information from this needs assessment will serve as the guideline for enhancing Community Education development over the next five years.

The survey is being sent to the following Community Education leaders:

- 1) Current and Previous State Planning Facilitators
- 2) Community Education Center Network Personnel
- 3) State Community Education Association Presidents and NCEA Liaisons
- 4) All local Community Education contacts as listed in the enclosed publication, Community Education Across America.

As a Community Educator who has been identified in previous project activities, we ask your assistance. The national population being sampled is small, so we need your response. It will take approximately 20 minutes to complete the survey. The final report will summarize group responses; no individual names will be identified or disseminated. All individuals responding to this request will receive a copy of the Needs Assessment Report.

We also ask that you check the address label. If changes or corrections in the name and/or address are required, please indicate these changes on the survey form.

We look forward to receiving your response and ask that you return the survey within five days.

Enclosure

Code No. _____

**National State Community Education Capacity Building Project
1991 Needs Assessment: Materials and Training**

Please respond by circling your answer or filling in the blank, answering as completely as possible. Your assistance is needed to help provide the future direction for community education as we enter the 21st Century. Please return within five days.

Concerning the Respondent:

1. In what state do you work? _____

2. Where do you work? _____

Local Education Agency State Education Agency
Higher Education Institution National Organization
Other (please specify) _____

3. What is your current position or job title? _____

4. How many years have you been involved in community education?

1-3 4-6 7-9 10+

5. Have you received any formal training in community education?

Yes No

If yes, please specify for each training event the type of training [e.g., a degree program; university classes; extension classes; workshops; etc.], the agency or institution that sponsored that specific training event, and your evaluation of its usefulness.

Type of Training	Sponsor	Evaluation			
_____	_____	Very useful	Somewhat useful	Slightly useful	Not useful
_____	_____	Very useful	Somewhat useful	Slightly useful	Not useful
_____	_____	Very useful	Somewhat useful	Slightly useful	Not useful
_____	_____	Very useful	Somewhat useful	Slightly useful	Not useful
_____	_____	Very useful	Somewhat useful	Slightly useful	Not useful

6. Which of the following meetings have you attended in the last three (3) years?

National Community Education Association Annual Conferences	1988	1989	1990	None
State Community Education Conferences	1988	1989	1990	None

7. What are your primary professional association affiliations? _____

8. What is your primary area of professional interest or discipline? (List only one.) _____

9. Are you a member of your state community education association? Yes No No State Association
10. What is your best source of information about community education? _____
11. Do you have a good source of community education information within your state? Yes No
If yes, specify. _____

Concerning Publications:

12. Do you receive the following publications?
Community Education Journal Yes No
Community Education Today Yes No
State Association Newsletter Yes No
13. For each publication you receive, how much of it do you read?
Community Education Journal All Most Some Very little None
Community Education Today All Most Some Very little None
State Association Newsletter All Most Some Very little None
14. In general, how useful do you find each publication?
Community Education Journal Very useful Somewhat useful Slightly useful Not useful
Community Education Today Very useful Somewhat useful Slightly useful Not useful
State Association Newsletter Very useful Somewhat useful Slightly useful Not useful
15. What topic(s) currently not being addressed would you like included in these publications? _____
16. Did you receive a copy of Community Education Across America before this mailing? Yes No
 If yes, please answer the following:
- (a) In general, how useful do you find it? Very useful Somewhat useful Slightly useful Not useful
- (b) Do you think a new edition should be collected and printed? Yes No No Opinion
- (c) Please provide any comments you may have concerning this publication or suggestions for improvement. _____

17. What current publications in the field of community education would you recommend as "must reading" for community educators? _____

18. What current publications outside the community education field would you recommend as "must reading" for community educators? _____

19. Does community education need a new community education college textbook? Yes No No Opinion
20. What additional types of printed material or publications are needed? [Please specify topic(s) and format(s).]

Concerning Training:

21. What are the most important topics/issues that community education training should be addressing? (Please list your top three priorities.)

22. It has been suggested that different groups involved in community education require different types of training. What do you view as the single most important training need for the following groups?
- Local community education practitioners _____
- Teachers _____
- School administrators _____
- Advisory councils _____
- Other significant groups (please specify) _____

Concerning Priorities and Enhancement:

23. Compared to three years ago, how would you describe community education initiatives in your state?

Much Stronger Stronger About the Same Weaker Much Weaker

Why? _____

24. What issues are currently being addressed by community education in your state?

25. What issues could community education address if it were stronger, better organized, or better financed in your state?

26. Within your state, what is the biggest obstacle that community education advocates must overcome?

27. What can community education advocates do to overcome that obstacle?

28. What activities or projects do you suggest be started or stressed to improve the development of community education initiatives at the national level?

Thank you for your assistance. Because we would like to send a copy of the final Needs Assessment Report to everyone who returns the survey, please review the mailing label and indicate below any corrections in the address. If the original addressee is no longer involved in community education or if an additional contact should be included, please provide his/her name and address.

☐ No changes needed ☐ Add as indicated
☐ Yes, change my address as indicated ☐ Substitute as indicated

Name

Title

Organization

Address

City State Zip

Phone ()

Please return this survey within the next five days in the enclosed pre-addressed envelope.

Larry E. Decker, Project Director
Valerie A. Romney, Assoc Director
Mid-Atlantic Center for
Community Education
University of Virginia
405 Emmet Street, Ruffner Hall
Charlottesville, VA 22903
(804) 924-0864

Appendix C
The 1992 Florida Survey

University of Florida
University of Virginia



May 12, 1992

Dear Florida Community Educator:

The Mid-Atlantic Center for Community Education at the University of Virginia and the Stewart Mott Davis Center for Community Education at the University of Florida have initiated collateral 5-year National State Community Education Capacity Building Projects, supported by the C. S. Mott Foundation. In 1991, the Mid-Atlantic Center conducted a national assessment on publications, training, and state capacity building needs. That information is currently serving as the guideline for enhancing Community Education development nationally.

This year, the projects are focusing on the identification of state-level capacity building needs. As part of that effort, the Mid-Atlantic Center, in cooperation with the Stewart Mott Davis Center, is conducting a series of needs assessments to identify the publications, training, and capacity building needs specific to an individual state.

A sample of Florida Community Education project personnel who receive State Community Education funding are being asked to provide vital input to the needs assessment process. The population of Florida Community Educators being sampled is small, so we need your response. It will take approximately 15 minutes to complete the survey. The final report will summarize group responses; *no individual names will be identified or disseminated*. All individuals responding to this request will receive a copy of the 1992 Florida Needs Assessment Report.

We look forward to receiving your response and ask that you return the survey by **May 25, 1992**.

Sincerely,

Valerie A. Romney
Associate Director
Mid-Atlantic Center
for Community Education
University of Virginia

Phillip A. Clark
Director
Stewart Mott Davis Center
for Community Education
University of Florida

Enc.

0Code No. A-

University of Florida --- University of Virginia

National Networking for State Community Education Capacity Building Project

1992 Florida Needs Assessment

Your assistance is needed to help influence the future direction of community education in Florida as we move toward the 21st Century.

Please check the appropriate response or fill in the blank, answering each question as completely as possible. Please return this questionnaire by May 25, 1992.

Key to abbreviations: CE Community Education
DOE Department of Education
ACE of Fla Adult and Community Educators of Florida, Inc.
NCCE National Center for Community Education
NCEA National Community Education Association

Concerning the Respondent:

1. Where do you work? ☐ Community college ☐ Local school district
☐ State department of education ☐ University
☐ University community education center
☐ Other [please specify] _____
2. What is your current position or job title? _____
3. How many years have you been involved in community education? ☐ 1-3 ☐ 7-9 ☐ 4-6 ☐ 10+
4. Have you received any formal training in community education? [e.g., a degree program; university classes; NCCE training; DOE, NCEA, or ACE of Fla workshops; etc.] ☐ Yes ☐ No

If yes, choosing those you consider the most significant, specify the type of training and your evaluation of its usefulness. (Please list no more than four (4) training events.)

Type of Training	Level of Usefulness			
_____	☐ Very	☐ Somewhat	☐ Slightly	☐ Not useful
_____	☐ Very	☐ Somewhat	☐ Slightly	☐ Not useful
_____	☐ Very	☐ Somewhat	☐ Slightly	☐ Not useful
_____	☐ Very	☐ Somewhat	☐ Slightly	☐ Not useful

5. Which of the following meetings have you attended

in the last three (3) years?

National Community Education Association Annual Conferences ☐ 1989 ☐ 1990 ☐ 1991 ☐ None

Adult and Community Educators of Florida Conferences ☐ 1989 ☐ 1990 ☐ 1991 ☐ None

6. What are your primary professional association affiliations? (List no more than three.)

7. What is your primary area of professional interest or discipline? (List only one.)

8. Are you a member of Adult and Community Educators of Florida, Inc.?

☐ Yes ☐ No

9. Nationally, what is your best source of information outside of Florida about community education? (List no more than three; circle the single most important source.)

10. Within Florida, do you have a good source of community education information?
If yes, specify. (List no more than three; circle the single most important source.)

☐ Yes ☐ No

Concerning Training and Publications:

11. What are the three (3) most important topics/issues that Florida community education training should address? (Circle the single most important topic/issue.)

12. Do you receive the ACE of Fla Newsletter, ACE Report? If yes:

☐ Yes ☐ No

- a) How much of it do you read?

☐ All ☐ Most ☐ Some ☐ Very little ☐ None

- b) How useful do you find it?

☐ Very ☐ Somewhat ☐ Slightly ☐ Not useful

- c) What topic(s) currently not being addressed would you like included in *ACE Report*?

(List no more than three; circle the single most important topic.)

13. What additional types of printed material or publications (topics or format) are needed in Florida? (List no more than a total of three topics and formats; circle the single most important topic or format.)

Concerning Priorities and Enhancement:

14. At the *National level*, what activities or projects do you suggest be started or stressed to improve the development of community education initiatives? (List no more than three; circle the single most important activity or project.)

Please answer questions 15-19 for both the State of Florida and your local school district or community college. Please check the appropriate response or list no more than three (3) responses each for your *State-* and *Local-level* assessments. Please circle the single most important response at each level.

15. Compared to three years ago, how would you describe the community education process and its initiatives?

In Florida: _____ Stronger _____ About the Same _____ Weaker

Why? _____

In Your School District/Community College: _____ Stronger _____ About the Same _____ Weaker

Why? _____

16. What issues do you see currently being addressed by community education?

In Florida: _____

In Your School District/Community College: _____

17. What issues could community education address if it were stronger, better organized, or better financed?

In Florida: _____

In Your School District/Community College: _____

18. What is (are) the biggest obstacle(s) that community education advocates must overcome?

In Florida: _____

In Your School District/Community College: _____

19. What can community education advocates do to overcome those obstacles?

In Florida: _____

In Your School District/Community College: _____

Thank you for your assistance. Please return this survey by May 25, 1992, in the enclosed pre-addressed, stamped envelope to:

Valerie A. Romney, Associate Director
Mid-Atlantic Center for Community Education
University of Virginia
405 Emmet Street, Ruffner Hall
Charlottesville, VA 22903
(804) 924-0864

Code No. C-_____

University of Florida --- University of Virginia

National Networking for State Community Education Capacity Building Project

1992 Florida Needs Assessment

Your assistance is needed to help influence the future direction of community education in Florida as we move toward the 21st Century.

Please check the appropriate response, answering each question as completely as possible. Please specify your response for items you mark "Other." Please return this questionnaire by May 25, 1992.

Key to abbreviations: CE Community Education
DOE Department of Education
ACE of Fla Florida Adult and Community Education Association
NCCE National Center for Community Education
NCEA National Community Education Association

Concerning the Respondent:

1. Where do you work?

____ Community college
____ Local school district
____ State department of education
____ University
____ University community education center
____ Other _____

2. What is your current position or job title?

____ Community education coordinator/specialist
____ Community education site director
____ Community school director/coordinator/etc.
____ District/community college CE director
____ Principal/assistant principal
____ Professor
____ Program/project director/coordinator
____ University CE center director
____ Other _____

3. How many years have you been involved in community education? ____ 1-3 ____ 7-9 ____ 4-6 ____ 10+

4. Have you received any formal training in community education? ____ Yes ____ No

If yes, please place a check before the type of training and a check before your evaluation of its usefulness, choosing those you consider the most significant. (Please check no more than four (4) training events.)

Type of Training:	Level of Usefulness:
____ Degree program in community education	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ ACE of Fla conferences/workshops	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ Mott Foundation programs	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ NCCE training	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ NCCE renewal institute	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ NCEA institutes/workshops	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ State department of education programs	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ Training by related organizations	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ University/CE center workshop/class	____ Very ____ Somewhat ____ Slightly ____ Not useful
____ Other _____	____ Very ____ Somewhat ____ Slightly ____ Not useful

5. Which of the following meetings have you attended in the last three (3) years?

National Community Education Association Annual Conferences ____ 1989 ____ 1990 ____ 1991 ____ None

Adult and Community Educators of Florida Conferences ____ 1989 ____ 1990 ____ 1991 ____ None

6. What are your primary professional association affiliations? (Check no more than three.)
- | | |
|--|--|
| ☐ ACE of Fla | ☐ Literacy associations |
| ☐ NCEA | ☐ Phi Delta Kappa |
| ☐ Adult & continuing education associations | ☐ Public relations associations |
| ☐ Aging/seniors associations | ☐ Vocational education associations |
| ☐ Educational administration associations | ☐ Other _____ |
7. What is your primary area of professional interest or discipline? (Check only one.)
- | | |
|--|---|
| ☐ Adult & continuing education | ☐ Curriculum |
| ☐ At-risk youth | ☐ Educational administration |
| ☐ Child care/extended day | ☐ Geriatrics |
| ☐ Collaborations & partnerships | ☐ Leadership development |
| ☐ Community education | ☐ Public relations |
| ☐ Community involvement | ☐ Recreation |
| ☐ Counseling & guidance | ☐ Vocational education |
| | ☐ Other _____ |
8. Are you a member of Adult and Community Educators of Florida, Inc.? ☐ Yes ☐ No
9. Nationally, what is (are) your best source(s) of information outside of Florida about community education? (Check no more than three; circle the single most important source.)
- | | |
|---|---|
| ☐ CENET (CE Computer Network) | ☐ NCEA |
| ☐ Community Education Journal | ☐ NCCE |
| ☐ Community Education Today | ☐ Other CE professionals |
| ☐ Mid-Atlantic Center/Decker publication | ☐ University/CE center |
| ☐ Mott Foundation | ☐ Other _____ |
10. Within Florida, do you have a good source of community education information? ☐ Yes ☐ No
If yes, please check the appropriate response(s).
(Check no more than three; circle the single most important source.)
- | | |
|---|--|
| ☐ ACE of Fla | ☐ State department of education |
| ☐ Local CE directors | ☐ University/CE center |
| ☐ Networking | ☐ Other _____ |

Concerning Training and Publications:

11. What are the three (3) most important topics/issues that Florida community education training should address? (Circle the single most important topic/issue.)
- | | |
|---|---|
| ☐ Administration of CE | ☐ Impacting legislation |
| ☐ At-risk youth | ☐ Leadership training |
| ☐ Building collaborations & partnerships | ☐ Lifelong learning |
| ☐ CE philosophy & concepts | ☐ Literacy |
| ☐ Child care/extended day | ☐ Lobbying/political involvement |
| ☐ Community involvement | ☐ Needs assessments |
| ☐ Education reform/America 2000 | ☐ Networking |
| ☐ Educating others about CE | ☐ Parent/family education |
| ☐ Emerging issues | ☐ Public relations & marketing |
| ☐ Funding & budgeting | ☐ Training for professionalism |
| | ☐ Other _____ |
12. Do you receive the ACE of Fla Newsletter, *ACE Report*? ☐ Yes ☐ No
If yes:
- a) How much of it do you read? ☐ All ☐ Most ☐ Some ☐ Little ☐ None
- b) How useful do you find it? ☐ Very ☐ Somewhat ☐ Slightly ☐ Not useful

c) What topic(s) currently not being addressed would you like included in ACE Report?

(Check no more than three; circle the single most important topic.)

- | | |
|--|---|
| ☐ Aging/seniors | ☐ Full-service schools |
| ☐ At-risk youth | ☐ Funding alternatives |
| ☐ CE research & documentation | ☐ Nothing lacking |
| ☐ Child care/extended day | ☐ Professionalization of CE |
| ☐ Collaborations & partnerships | ☐ Programming ideas |
| ☐ Community involvement | ☐ Public relations & marketing |
| ☐ Education reform/America 2000 | ☐ Training & staff development |
| | ☐ Other _____ |

13. What additional types of printed material or publications (topics or formats) are needed in Florida?

(Check no more than a total of three topics and formats; circle the single most important topic or format.)

Topics:

- ☐ At-risk youth
- ☐ Child care/extended day
- ☐ Collaboration & partnership building
- ☐ Community involvement techniques
- ☐ Funding alternatives
- ☐ Management/strategic planning
- ☐ Public relations/advertising techniques
- ☐ Strategies for gaining recognition for CE
- ☐ Other _____

Formats:

- ☐ Computerized CE data base
- ☐ How-to manuals/workbooks
- ☐ Issues yearbook
- ☐ Programming guides
- ☐ Other _____

None:

- ☐ Nothing required

Concerning Priorities and Enhancement:

14. At the *National level*, what activities or projects do you suggest be started or stressed to improve the development of community education initiatives? (Check no more than three; circle the single most important activity or project.)

- | | |
|---|--|
| ☐ CE marketing/publicity campaign | ☐ Involve practitioners at the national level |
| ☐ CE-based education reform project | ☐ Leadership training/development program |
| ☐ Collaboration with related groups | ☐ Lobby for CE support |
| ☐ College credit for NCEA workshops | ☐ Lobby for CE funding |
| ☐ Document CE models | ☐ National CE director |
| ☐ Focus on business needs in the workforce | ☐ National efforts are currently sufficient |
| | ☐ Other _____ |

Please answer questions 15-19 for both the State of Florida (*State*) and your local school district or community college (*Local*). Please check the appropriate response. For questions 15b-19, please indicate no more than three (3) responses each for your *State*- and *Local*-level assessments. Please circle the single most important response at each level.

15. a) Compared to three years ago, how would you describe the community education process and its initiatives?

In Florida: ☐ Stronger ☐ About the Same ☐ Weaker

In Your Local School District/Community College: ☐ Stronger ☐ About the Same ☐ Weaker

b) Please indicate which of the following factors were involved.

State Local

- ☐ ☐ CE focusing on programs
- ☐ ☐ CE focusing on social problems
- ☐ ☐ CE Network strong
- ☐ ☐ CE Network weak
- ☐ ☐ CE viewed as problem solver
- ☐ ☐ Department of education leadership
- ☐ ☐ DOE leadership lacking
- ☐ ☐ Funding decreased
- ☐ ☐ Funding increased
- ☐ ☐ Goals & priorities are clear
- ☐ ☐ Goals & priorities lacking
- ☐ ☐ Involvement in K-12 program

State Local

- ☐ ☐ Involvement in K-12 program lacking
- ☐ ☐ Legislation & reform
- ☐ ☐ Legislation lacking
- ☐ ☐ Program expansion
- ☐ ☐ Public awareness
- ☐ ☐ Public awareness lacking
- ☐ ☐ Recognition of the success of CE
- ☐ ☐ Reductions in programs
- ☐ ☐ State association strong
- ☐ ☐ State association weak
- ☐ ☐ State plan
- ☐ ☐ Other _____

Appendix D

Responses to the 1992 Florida Survey

Concerning The Respondent:

1. Where do you work?

	<u>Number</u>	<u>% Cases</u>
Adult/continuing education center	2	0.9
Community college	19	8.9
Local school district	189	80.3
University	4	1.9
Total	214	100.0

2. What is your current position or job title?

	<u>Number</u>	<u>% Cases</u>
Community education coordinator/specialist	47	22.5
Community education site director	9	4.3
Community school director/coordinator/etc.	23	11.0
District/community college CE director	41	19.6
Principal/administrative titles	85	40.7
Program/project director/coordinator	4	1.9
Total	209	100.0

3. How many years have you been involved in community education?

	<u>Number</u>	<u>% Cases</u>
1-3	50	24.2
4-6	40	19.3
7-9	35	16.9
10+	82	39.6
Total	207	100.0

4. Have you received any formal training in community education?

	<u>Number</u>	<u>% Cases</u>
Yes	132	79.0
No	35	21.0
Total	167	100.0

If yes, please place a check before the type of training and a check before your evaluation of its usefulness, choosing those you consider the most significant. (Please check no more than four (4) training events.)

Type of Training:

Number % Responses % Cases

ACE of Fla conferences/workshops	107	27.2	65.6
Conferences, workshops (not specified)	9	2.3	5.5
Degree program in community education	10	2.5	6.1
Mott Foundation programs	17	4.3	10.4
NCCE training	10	2.5	6.1
NCEA	24	6.1	14.7
State department of education programs	57	14.5	35.0
Training by related organizations	51	12.8	31.3
University/CE center workshop/class	108	27.5	66.3
Total	393	100.0	241.1

(Total cases = 163)

Level of Usefulness:	Number	% Responses	% Cases
Very useful	240	63.7	154.8
Somewhat useful	118	31.3	76.1
Slightly useful	17	4.5	11.0
Not useful	2	.5	1.3
Total	377	100.0	243.2

(Total cases = 155)

Crosstabulation of Training by Usefulness

	Level of Usefulness				Row	
	Very	Somewhat	Slightly	Not useful	Total (%)	
ACE of Fla conferences/ workshops	59	37	3	1	100	(26.5)
Conferences, workshops (not specified)	7	2	0	0	9	(2.4)
Degree program in CE	5	4	1	0	10	(2.7)
Mott Foundation programs	10	5	0	0	15	(4.0)
NCCE training	8	1	0	0	9	(2.4)
NCEA	14	9	1	0	24	(6.4)
State DOE programs	36	15	4	0	55	(14.6)
Training by related organizations	34	13	3	0	50	(13.3)
University/CE center workshop/classes	57	32	5	1	105	(27.9)
Total	240	118	17	2	377	(100.0)

(Total cases = 155)

5. Which of the following meetings have you attended in the last three (3) years?

National Community Education Association Annual Conferences

	<u>Number</u>	<u>% Cases</u>
Number of conferences attended		
All three	15	10.6
Two	14	9.9
One	38	27.0
None	74	52.5
Total	141	100.0
Attended at least one NCEA conference	67	47.5
Years of conference attendance		
1989	48	71.6
1990	37	55.2
1991	18	26.9

Adult and Community Educators of Florida Conferences

	<u>Number</u>	<u>% Cases</u>
Number of conferences attended		
All three	67	33.7
Two	43	21.6
One	52	26.1
None	37	18.6
Total	199	100.0
Attended at least one ACE of Fla conference	162	81.4
Years of conference attendance		
1989	107	66.0
1990	121	74.4
1991	103	63.6

6. What are your primary professional association affiliations? (Check no more than three.)

	<u>Number</u>	<u>% Responses</u>	<u>% Cases</u>
ACE of Fla	132	33.9	72.5
Adult & continuing education associations	38	9.8	20.9
Aging/seniors associations	3	.8	1.6
Educational administration associations, including principals	78	20.1	42.9
Literacy	25	6.4	13.7
NCEA	33	8.5	18.1
Phi Delta Kappa	27	6.9	14.8

Public relations associations	3	.8	1.6
Vocational education associations	28	7.2	15.4
Other associations	21	5.4	11.5
<i>(14 different subcategories)</i>			
AAUW	2	.5	1.1
Associations & unions (NEA, AFT)	3	.8	1.6
Child care	2	.5	1.1
Counseling & development	1	.3	.5
Curriculum & supervision	3	.8	1.6
ESL (English as a Second Language)	1	.3	.5
Health	1	.3	.5
Hispanic educators	1	.3	.5
Home economics	2	.5	1.1
LERN (Learning Resource Network)	1	.3	.5
NAPE (national/state)	1	.3	.5
None	1	.3	.5
Other, including alumni	2	.5	1.1
Youth development	1	.3	.5
Total	389	100.0	213.7

(Total cases = 182)

7. What is your primary area of professional interest or discipline?

(Check only <u>one</u> .)	<u>Number</u>	<u>% Cases</u>
Adult & continuing education	45	24.6
At-risk youth	6	3.3
Child care/extended day	12	6.6
Collaborations & partnerships	1	0.5
Community education	55	30.1
Community involvement/development	2	1.1
Counseling & guidance	3	1.6
Curriculum	2	1.1
Educational administration	32	17.5
Geriatrics	1	0.5
Leadership development	4	2.2
Vocational education	7	3.8
Other educational disciplines	14	7.7
<i>(11 different subcategories)</i>		
Correctional institutions	1	.5
Elementary education	2	1.1
ESL	1	.5
Evaluation	1	.5
Industrial arts	1	.5

<i>Information services/computers</i>	<i>1</i>	<i>.5</i>
<i>Lifelong learning</i>	<i>1</i>	<i>.5</i>
<i>Literacy</i>	<i>3</i>	<i>1.6</i>
<i>Restructuring/school improvement</i>	<i>1</i>	<i>.5</i>
<i>School public relations</i>	<i>1</i>	<i>.5</i>
<i>Special education</i>	<i>1</i>	<i>.5</i>
Total	183	100.0

8. Are you a member of the Adult and Community Educators of Florida, Inc.?

	<u>Number</u>	<u>% Cases</u>
Yes	128	62.7
No	76	37.3
Total	204	100.0

9. Nationally, what is your best source of information outside of Florida about community education? (Check no more than three; circle the single most important source.)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
CENET (CE Computer Network)	4	1.7	2.7	1	2.4
<i>Community Education Journal</i>	38	15.7	25.9	7	16.7
<i>Community Education Today</i>	23	9.1	15.6	2	4.8
Mid-Atlantic Center/Decker publications	2	.8	1.4		
Mott Foundation	19	7.9	12.9	7	16.7
NCEA	51	21.1	34.7	8	19.0
NCCE	7	2.9	4.8		
Other CE professionals	37	15.3	25.2	9	21.4
University/CE center	24	9.9	16.3	4	9.5
None/need more	7	3.0	4.8		
Other sources: In-state	6	2.5	4.1	1	2.4
<i>(5 different subcategories)</i>					
<i>Catalyst</i>	1	.4	.7		
<i>Community college</i>	1	.4	.7		
<i>Department of education/Lifeline</i>	2	.8	1.4	1	2.4
<i>Local/county association</i>	1	.4	.7		
<i>Local/district CE office</i>	1	.4	.7		
Other sources: National	24	9.9	16.3	3	7.1
<i>(14 different subcategories)</i>					
<i>Adult & CE</i>	1	.4	.7	1	2.4

<i>Adult & continuing education</i>	3	1.2	2.0	1	2.4
<i>ERIC</i>	1	.4	.7		
<i>CERD</i>	1	.4	.7		
<i>Ed Digest</i>	1	.4	.7		
<i>GED items</i>	2	.8	1.4		
<i>LERN/LERN Course Trends</i>	5	2.1	3.4	1	2.4
<i>Lifelong Learning</i>	1	.4	.7		
<i>Literacy</i>	1	.4	.7		
<i>NAPE (National Association for Partners in Education)</i>	1	.4	.7		
<i>National news</i>	1	.4	.7		
<i>Phi Delta Kappa</i>	4	1.7	2.7		
<i>Principals' associations</i>	1	.4	.7		
<i>TV</i>	1	.4	.7		
Total	235	100.0	164.6	42	100.0

(Total cases = 147; 42 respondents identified a single most important source)

10. Within Florida, do you have a good source of community education information?

	<u>Number</u>	<u>% Cases</u>
Yes	162	88.0
No	22	12.0
<i>Total</i>	<i>184</i>	<i>100.0</i>

If yes, please check the appropriate response(s). (Check no more than three; circle the single most important source.)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
ACE of Fla	113	30.6	66.1	22	33.3
Adult & Continuing Education	1	.3	.6		
Department of education	63	17.1	36.8	10	15.2
Local CE directors/programs	70	19.0	40.9	12	18.2
Networking	73	19.8	42.7	13	19.7
University/CE center	48	13.0	28.1	9	13.6
Workshops (not specified)	1	.3	.6		
Total	369	100.0	215.8	66	100.0

(Total cases = 171; 66 respondents identified a single most important source)

Concerning Training and Publications:

11. What are the three (3) most important topics/issues that Florida community education training should address? (Circle the single most important topic/issue.

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Administration of CE	30	5.7	15.7	6	5.7
At-risk youth	39	7.5	20.4	6	5.7
Building collaborations & partnerships	36	6.9	18.8	4	3.8
Child care/extended day	25	4.8	13.1	7	6.6
CE philosophy & concepts	13	2.5	6.8	3	2.8
Community involvement	36	6.9	18.8	6	5.7
Educating others about community education	23	4.4	12.0	9	8.5
Educational reform/America 2000	26	5.0	13.6	8	7.5
Emerging issues	6	1.1	3.1	1	.9
Funding & budgeting	61	11.7	31.9	14	13.2
Impacting legislation	22	4.2	11.5	7	6.6
Leadership training	19	3.6	9.9	3	2.8
Lifelong learning	15	2.9	7.9	1	.9
Literacy	28	5.4	14.7	10	9.4
Lobbying/political involvement	7	1.3	3.7	1	.9
Needs assessments	11	2.1	5.8		
Networking	7	1.3	3.7	1	.9
Parent/family education & involvement	30	5.7	15.7	6	5.7
Public relations & marketing	27	5.2	14.1	5	4.7
Training for professionalism	15	2.9	7.9	2	1.9
Other topics/issues	47	9.0	24.6	6	5.7
<i>(15 different subcategories)</i>					
Adult, continuing & vocational education	6	1.1	3.1	1	.9
CE programming & curricular trends	8	1.5	4.2	1	.9
Crime & violence	4	0.8	2.1	1	.9
Environment	1	.2	.5		
ESL	1	.2	.5		
Growth	2	.4	1.0		
Health & wellness	4	.8	2.1		
Immigration	1	.2	.5		
Leisure activities	1	.2	.5		
Multiculturalism	1	.2	.5		
Quality programs	1	.2	.5		
Recruitment/retention of students	5	1.0	2.6	1	.9
Seniors/the elderly/aging	7	1.3	3.7	1	.9
Single participants	1	.2	.5		
Vocational education/job training	4	.8	2.1	1	.9

Total **523** **100.0** **273.8** **106** **100.0**
(Total cases = 191; 106 respondents identified a single most important topic/issue)

12. Do you receive the ACE of Fla Newsletter, *ACE Report*?

	<u>Number</u>	<u>% Cases</u>
Yes	163	84.0
No	31	16.0
Total	194	100.0

If yes:

a) How much of it do you read?

How much of it do you read?	<u>Number</u>	<u>% Cases</u>
All	80	43.7
Most	68	37.2
Some	31	16.9
Very little	3	1.6
None	1	0.5
Total	183	100.0

b) How useful do you find it?

How useful do you find it?	<u>Number</u>	<u>% Cases</u>
Very	45	25.1
Somewhat	112	62.6
Slightly	17	9.5
Not useful	5	2.8
Total	179	100.0

c) What topic(s) currently not being addressed would you like included in *ACE Report*? (Check no more than three; circle the single most important topic.)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Aging/seniors	9	2.7	6.4	1	1.4
At-risk youth	21	6.4	15.0	4	5.8
CE Research & documentation	11	3.3	7.9	2	2.9
Child care/extended day	17	5.2	12.1	1	1.4
Collaborations & partnerships	16	4.8	11.4	1	1.4
Community involvement	24	7.3	17.1	7	10.1
Educational reform/ <i>America 2000</i>	26	7.9	18.6	6	8.7
Full-service schools	37	11.2	26.4	15	21.7

Funding alternatives	54	16.4	38.6	15	21.7
Nothing lacking	11	3.3	7.9		
Professionalization of CE	18	5.5	12.9	5	7.2
Programming ideas	32	9.7	22.9	5	7.2
Public relations & marketing	26	7.9	18.6	3	4.3
Training & staff development	24	7.3	17.1	4	5.8
Other topical issues	4	1.2	2.9		
<i>(4 different subcategories)</i>					
Legislative issues/changes	1	.3	.7		
Literacy	1	.3	.7		
State growth	1	.3	.7		
Substance abuse	1	.3	.7		
Total	330	100.0	235.7	69	100.0

(Total cases = 140; 69 respondents identified a single most important topic)

13. What additional types of printed material or publications (topics or format) are needed in Florida? (Check no more than three topics and formats; circle the single most important topic or format.)

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Topics:					
At-risk youth	30	9.4	21.0	8	10.4
Child care/extended day	25	7.9	17.5	3	3.9
Collaboration & partnership building	20	6.3	14.0	4	5.2
Community involvement techniques	33	10.4	23.1	6	7.8
Funding alternatives	48	15.1	33.6	12	15.4
Management/strategic planning	18	5.7	12.6	7	9.1
Public relations/advertising techniques	13	4.1	9.1	4	5.2
Strategies for gaining recognition for CE	36	11.3	25.2	19	24.7
Other topical areas	12	3.8	8.4	2	2.6
<i>(8 different subcategories)</i>					
Articulation between state & localities	1	.3	.7		
Demographics/growth	1	.3	.7	1	1.3
ESL	1	.3	.7		
Legislative updates	2	.6	1.4		
Literacy	2	.6	1.4		
Research	2	.6	1.4	1	1.3
Staff development for new staff	2	.6	1.4		
Statistics	1	.3	.7		
Formats:					
Computerized CE data base	13	4.1	9.1	4	5.2

How-to manuals/workbooks	29	9.1	20.3	6	7.8
Issues yearbook	4	1.3	2.8		
Program guides	11	3.5	7.7	1	1.3
Other formatting suggestions	9	2.8	6.3	1	1.3
(6 different subcategories)					
<i>Computer instruction</i>	1	.3	.7		
<i>DOE regional in-service workshops</i>	3	.9	2.1		
<i>Improve quality of current materials</i>	1	.3	.7		
<i>Monthly newsletter</i>	1	.3	.7		
<i>Problem solving guides</i>	1	.3	.7		
<i>Resource directory of other programs</i>	2	.6	1.4	1	1.3
None:					
Nothing required	17	5.3	11.9		
Total	318	100.0	222.4	77	100.0

(Total cases = 143; 77 respondents identified a single most important topic/format)

Concerning Priorities and Enhancement:

14. At the *National level*, what activities or projects do you suggest be started or stressed to improve the development of community education initiatives? (Check no more than three; circle the single most important activity or project.

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Business needs in the workforce	35	9.1	20.7	5	6.4
Collaboration with related groups	25	6.5	14.8	5	6.4
CE marketing/publicity campaign	78	20.3	46.2	14	17.9
CE-based education reform project	27	7.0	16.0	9	11.5
College credit for NCEA workshops	15	3.9	8.9	3	3.8
Document CE models	13	3.4	7.7		
Involve practitioners at the national level	17	4.4	10.1	1	1.3
Leadership training/development program	37	9.6	21.9	11	14.1
Lobby for CE funding	62	16.1	36.7	21	26.9
Lobby for CE support	39	10.2	23.1	8	10.3
National community education director	5	1.3	3.0		
National efforts are currently sufficient	3	.8	1.8		
Other projects/activities	28	7.3	16.6		
(17 different subcategories)					
<i>Articulation between state & local levels</i>	1	.3	.6		
<i>At-risk</i>	2	.5	1.2		

<i>Child care/extended day</i>	2	.5	1.2		
<i>Comments (no recommendation)</i>	1	.3	.6		
<i>Community involvement</i>	3	.8	1.8		
<i>Crime & violence</i>	1	.3	.6		
<i>Demographics & its implications</i>	1	.3	.6		
<i>Environmental issues</i>	1	.3	.6		
<i>Family/parenting education</i>	2	.5	1.2		
<i>Health</i>	1	.3	.6		
<i>Literacy programs, adult & youth</i>	4	1.0	2.4		
<i>Local-level/successful programs guides</i>	1	.3	.6		
<i>Programs for all population groups</i>	1	.3	.6		
<i>Programs for middle schools</i>	1	.3	.6		
<i>Quality programs</i>	1	.3	.6		
<i>Seniors/intergenerational programs</i>	1	.3	.6		
<i>Training & professional development</i>	4	1.0	2.4	1	1.3
Total	384	100.0	227.2	78	100.0

(Total cases = 169; 78 respondents identified a single most important project)

Please answer questions 15-19 for both the State of Florida and your local school district or community college. Please check the appropriate response. For questions 15b-19, please indicate no more than three (3) responses each for your state- and local-level assessments. Please circle the single most important response at each level.

15. IN FLORIDA:

a) Compared to three years ago, how would you describe the community education process and its initiatives?

	<u>Number</u>	<u>% Cases</u>
Stronger	76	40.4
About the Same	65	34.6
Weaker	47	25.0
Total	188	100.0

b) Please indicate which of the following factors were involved.

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
CE focusing on programs	6	2.4	4.8		
CE focusing on social problems	11	4.4	8.7	1	3.4
CE network strong	8	3.2	6.3		
CE network weak	1	.4	.8		

CE viewed as problem solver	8	3.2	6.3		
DOE leadership	19	7.6	15.1	2	6.9
DOE leadership lacking	16	6.4	12.7	1	3.4
Funding decreased	55	22.1	43.7	16	55.2
Funding increased	10	4.0	7.9	2	6.9
Goals & priorities are clear	7	2.8	5.6		
Goals & priorities lacking	7	2.8	5.6		
Involvement in K-12 lacking	3	1.2	2.4		
Involvement in K-12 program	8	3.2	6.3		
Legislation & reform	8	3.2	6.3		
Legislation lacking	19	7.6	15.1	3	10.3
Program expansion	7	2.8	5.6		
Public awareness	8	3.2	6.3	2	6.9
Public awareness lacking	9	3.6	7.1		
Recognition of the success of CE	7	2.8	5.6		
Reductions in programs	4	1.6	3.2		
State association strong	4	1.6	3.2		
State association weak	4	1.6	3.2		
State plan	12	4.8	9.5	2	6.9
Other factors	8	3.2	6.3		
<i>(6 different subcategories)</i>					
Comments (don't know, etc.)	2	.8	1.6		
Community involvement	1	.4	.8		
Dichotomy: state stresses process,					
district programs	1	.4	.8		
Educational reform/America 2000	1	.4	.8		
Full-service school concept	1	.4	.8		
Practitioners inadequate	2	.8	1.6		
Total	249	100.0	197.6	29	100.0

(Total cases = 126; 29 respondents identified a single most important factor)

15. IN YOUR LOCAL SCHOOL DISTRICT/COMMUNITY COLLEGE:

a) Compared to three years ago, how would you describe the community education process and its initiatives?

	<u>Number</u>	<u>% Cases</u>
Stronger	95	49.2
About the Same	56	29.0
Weaker	42	21.8
Total	193	100.0

b) Please indicate which of the following factors were involved.
Most Impt.

	<u>All Responses</u>			<u>Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
CE focusing on programs	17	4.5	10.2	2	5.3
CE focusing on social problems	15	4.0	9.0	1	2.6
CE network strong	7	1.9	4.2		
CE network weak	5	1.3	3.0		
CE viewed as problem solver	20	5.3	12.0	3	7.9
DOE leadership	20	5.3	12.0	2	5.3
DOE leadership lacking	9	2.4	5.4		
Funding decreased	62	16.6	37.1	8	21.1
Funding increased	6	1.6	3.6	3	7.9
Goals & priorities are clear	16	4.3	9.6	3	7.9
Goals & priorities lacking	16	4.3	9.6	4	10.5
Involvement in K-12 lacking	13	3.5	7.8	1	2.6
Involvement in K-12 program	22	5.9	13.2	1	2.6
Legislation & reform	3	.8	1.8		
Legislation lacking	10	2.7	6.0		
Program expansion	39	10.4	23.4	3	7.9
Public awareness	15	4.0	9.0	3	7.9
Public awareness lacking	20	5.3	12.0	1	2.6
Recognition of the success of CE	18	4.8	10.8	1	2.6
Reductions in programs	18	4.8	10.8	1	2.6
State association strong	3	.8	1.8		
State association weak	2	.5	1.2		
State plan	6	1.6	3.6		
Other factors	13	3.5	7.8	1	2.6
<i>(7 different subcategories)</i>					
Child care/latchkey programs	2	.5	1.2		
Collaboration & partnerships	2	.5	1.2		
Comments (don't know, etc.)	1	.3	.6		
Community involvement	2	.5	1.2		
Full-service school concept	1	.3	.6		
Practitioners inadequate	3	.8	1.8		
Workforce education	1	.3	.6	1	2.6
Total	374	100.0	224.0	38	100.0

(Total cases = 167; 38 respondents identified a single most important response)

16. What issues do you see currently being addressed by community education?

IN FLORIDA:

<u>All Responses</u>	<u>Most Impt. Response</u>
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	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Adult basic education	17	7.6	16.3	3	13.6
At-risk youth	19	8.5	18.3	2	9.1
CE process orientation	5	2.2	4.8	1	4.5
Child care/extended day	16	7.2	15.4		
Collaborations & partnerships	3	1.3	2.9		
Community involvement	4	1.8	3.8		
Continuing education	3	1.3	2.9		
Crime & violence	5	2.2	4.8		
DOE support	10	4.5	9.6	3	13.6
Educational reform/America 2000	7	3.1	6.7	1	4.5
Full-service schools	22	9.9	21.2	8	36.4
Funding alternatives	12	5.4	11.5		
Growth	10	4.5	9.6		
Health & wellness	4	1.8	3.8		
Legislation	5	2.2	4.8		
Literacy	25	11.2	24.0	3	13.6
Parent involvement	1	.4	1.0		
Preschool early childhood education	1	.4	1.0		
Program expansion	3	1.3	2.9	1	4.5
Public relations & marketing	3	1.3	2.9		
Seniors/intergenerational programs	8	3.6	7.7		
State plan priorities	26	11.7	25.0		
Other issues	14	6.3	13.5		
<i>(7 different subcategories)</i>					
<i>Comments (don't know, etc.)</i>	2	.9	1.9		
<i>ESL/ESOL</i>	4	1.8	3.8		
<i>Homelessness</i>	1	.4	1.0		
<i>Lifelong learning</i>	3	1.3	2.9		
<i>Networking</i>	2	.9	1.9		
<i>Site-based management</i>	1	.4	1.0		
<i>Workforce renewal</i>	1	.4	1.0		
Total	223	100.0	214.4	22	100.0

(Total cases = 104; 22 respondents identified a single most important response)

IN YOUR LOCAL SCHOOL DISTRICT/COMMUNITY COLLEGE:

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Adult basic education	28	11.2	25.7	5	16.7
At-risk youth	31	12.4	28.4	2	6.7
CE process orientation	3	1.2	2.8		

Child care/extended day	43	17.2	39.4	4	13.3
Collaborations & partnerships	10	4.0	9.2		
Community involvement	9	3.6	8.3	1	3.3
Continuing education	7	2.8	6.4	1	3.3
Crime & violence	7	2.8	6.4	1	3.3
DOE support	1	.4	.9		
Educational reform/America 2000	2	.8	1.8		
Full-service schools	15	6.0	13.8	5	16.7
Funding alternatives	7	2.8	6.4		
Growth	5	2.0	4.6		
Health & wellness	5	2.0	4.6		
Legislation	2	.8	1.8		
Literacy	24	9.6	22.0	7	23.3
Parent involvement	9	3.6	8.3	2	6.7
Preschool early childhood education	2	.8	1.8		
Program expansion	6	2.4	5.5	1	3.3
Public relations & marketing	2	.8	1.8		
Seniors/intergenerational programs	7	2.8	6.4		
State plan priorities	9	3.6	8.3		
Other issues	14	5.6	12.8	1	3.3
<i>(9 different subcategories)</i>					
Enrichment & hobby/leisure	1	.4	.9		
Environmental issues	1	.4	.9		
ESL/ESOL	2	.8	1.8		
Homelessness	1	.4	.9		
Involved in all district operations	1	.4	.4		
Lifelong learning	4	1.6	3.7		
Site-based management	1	.4	.9		
Substance abuse	2	.8	1.8	1	3.3
Workforce renewal	3	1.2	2.8		
Total	250	100.0	229.4	30	100.0

(Total cases = 109; 30 respondents identified a single most important response)

17. What issues could community education address if it were stronger, better organized, or better financed?

IN FLORIDA:

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Adult basic education	7	3.1	5.8	1	4.5
At-risk	6	2.7	5.0	1	4.5
CE process orientation	3	1.3	2.5	1	4.5

Child care/extended day	5	2.2	4.1	1	4.5
Collaborations & partnerships	4	1.8	3.3		
Community involvement	7	3.1	5.8	1	4.5
Continuing education	7	3.1	5.8		
Crime & violence	7	3.1	5.8		
DOE support	7	3.1	5.8	2	9.1
Educational reform/America 2000	15	6.6	12.4	2	9.1
Everything & anything	30	13.3	24.8	3	13.6
Full-service schools	22	9.7	18.2	3	13.6
Funding alternatives	16	7.1	13.2	3	13.6
Growth	4	1.8	3.3	1	4.5
Health & wellness	4	1.8	3.3		
Legislation	7	3.1	5.8	1	4.5
Literacy	7	3.1	5.8		
Parent involvement	5	2.2	4.1		
Preschool/early childhood education	3	1.3	2.5		
Program expansion	13	5.8	10.7	1	4.5
Public relations & marketing	10	4.4	8.3		
Seniors/intergenerational programs	6	2.7	5.0	1	4.5
State plan priorities	10	4.4	8.3		
Other issues	21	9.3	17.4		
<i>(14 different subcategories)</i>					
Better coordination between districts	1	.4	.8		
Comments (don't know, etc.)	1	.4	.8		
Community schools	1	.4	.8		
Environmental issues	3	1.3	2.5		
Homelessness	1	.4	.8		
Lifelong learning	2	.9	1.7		
Multiculturalism/minorities	1	.4	.8		
Reduce cost of programs	1	.4	.8		
Staff training	3	1.3	2.5		
State association reorganization	1	.4	.8		
State run CE centers for service delivery	1	.4	.8		
Substance abuse	1	.4	.8		
Transportation/public transportation	2	.9	1.7		
Job training	2	.9	1.7		
Total	226	100.0	186.8	22	100.0

(Total cases = 121; 22 respondents identified a single most important response)

IN YOUR LOCAL SCHOOL DISTRICT/COMMUNITY COLLEGE:

<u>All Responses</u>	<u>Most Impt. Response</u>
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	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Adult basic education	4	1.5	3.0	1	3.3
At-risk youth	15	5.7	11.4	1	3.3
CE process orientation	4	1.5	3.0	1	3.3
Child care/extended day	8	3.1	6.1	2	6.7
Collaborations & partnerships	7	2.7	5.3		
Community involvement	14	5.4	10.6	4	13.3
Continuing education	4	1.5	3.0		
Crime & violence	8	3.1	6.1		
DOE support	3	1.1	2.3		
Educational reform/America 2000	14	5.4	10.6	3	10.0
Everything & anything	38	14.6	28.8	6	20.0
Full-service schools	27	10.3	20.5	4	13.3
Funding alternatives	15	5.7	11.4		
Growth	10	3.8	7.6	3	10.0
Health & wellness	5	1.9	3.8		
Legislation	3	1.1	2.3		
Literacy	8	3.1	6.1		
Parent involvement	8	3.1	6.1	1	3.3
Preschool/early childhood education	4	1.5	3.0		
Program expansion	17	6.5	12.9	3	10.0
Public relations & marketing	11	4.2	8.3	2	6.7
Seniors/intergenerational programs	9	3.4	6.8	1	3.3
State plan priorities	7	2.7	5.3		
Other issues	16	6.1	12.1		
<i>(10 different subcategories)</i>					
<i>Comments (don't know, etc.)</i>	2	.8	1.5		
<i>Community schools</i>	1	.4	.8		
<i>Cycle of undereducated generations</i>	1	.4	.8		
<i>Homelessness</i>	2	.8	1.5		
<i>Lifelong learning</i>	2	.8	1.5		
<i>Local control of CE programs</i>	1	.4	.8		
<i>Social issues</i>	1	.4	.8		
<i>Special Olympics</i>	1	.4	.8		
<i>Staff training</i>	1	.4	.8		
<i>Job training</i>	4	1.5	3.0		
Total	261	100.0	197.7	30	100.0

(Total cases = 132; 30 respondents identified a single most important response)

18. What is (are) the biggest obstacle(s) that community education advocates must overcome?

IN FLORIDA:

Most Impt.

	<u>All Responses</u>			<u>Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Apathy & burnout	11	3.9	7.1	1	4.0
CE is misunderstood	24	8.5	15.6	5	20.0
Collaborations & partnerships lacking	9	3.2	5.8	1	4.0
DOE staff	23	8.1	14.9	1	4.0
Funding	80	28.3	51.9	11	44.0
Image: adult & continuing education	21	7.4	13.6	2	8.0
Image: frivolous, non-credit, add-on	32	11.3	20.8	2	8.0
Image: outdated	11	3.9	7.1	1	4.0
Image: recreation	4	1.4	2.6		
Lack of recognition	28	9.9	18.2	1	4.0
Multiple responsibilities of CE practitioners	20	7.1	13.0		
Other obstacles	19	6.7	12.3		
<i>(7 different subcategories)</i>					
Articulation across districts	1	.4	.6		
CE staffing	3	1.1	1.9		
Comments (don't know, etc.)	1	.4	.6		
Community involvement lacking	2	.7	1.3		
K-12 orientation	5	1.8	3.2		
Legislative support lacking	7	2.5	4.5		
Programs are limited	1	.4	.6		
Total	283	100.0	183.8	25	100.0

(Total cases = 154; 25 respondents identified a single most important response)

IN YOUR LOCAL SCHOOL DISTRICT/COMMUNITY COLLEGE:

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Apathy & burnout	16	5.3	9.9	1	3.1
CE is misunderstood	38	12.6	23.6	6	18.8
Collaborations & partnerships lacking	5	1.7	3.1	1	3.1
DOE staff	9	3.0	5.6	1	3.1
Funding	66	21.9	41.0	9	28.1
Image: adult & continuing education	20	6.6	12.4	2	6.3
Image: frivolous, non-credit, add-on	34	11.3	21.1		
Image: outdated	8	2.7	5.0	1	3.1
Image: recreation	8	2.7	5.0		
Lack of recognition	40	13.3	24.8	3	9.4
Multiple responsibilities of CE practitioners	39	13.0	24.2	7	21.9
Other obstacles	18	6.0	11.2	1	3.1

(6 different subcategories)

CE staffing	4	1.3	2.5	1	3.1
Comments (don't know, etc.)	1	.3	.6		
Community involvement lacking	3	1.0	1.9		
K-12 orientation	7	2.3	4.3		
Legislative support lacking	1	.3	.6		
Programs are limited	2	.7	1.2		
Total	301	100.0	187.0	32	100.0

(Total cases = 161; 32 respondents identified a single most important response)

19. What can community education advocates do to overcome those obstacles?

IN FLORIDA:

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Become politically involved	29	11.8	23.2	2	10.0
Build collaboration & partnership	9	3.7	7.2	1	5.0
Conduct CE-based reform project	6	2.4	4.8		
Develop/expand leadership skills	11	4.5	8.8	1	5.0
Document results	6	2.4	4.8	1	5.0
Educate others about CE	24	9.8	19.2	2	10.0
Identify funding alternatives	26	10.6	20.8	2	10.0
Image: change & modernize	12	4.9	9.6		
Increase awareness & visibility of CE	31	12.6	24.8	4	20.0
Involve the community	7	2.8	5.6		
Lobby for CE funding	24	9.8	19.2	5	25.0
Lobby for CE support	26	10.6	20.8	2	10.0
Work with government & legislature	22	8.9	17.6		
Other activities	13	5.3	10.4		
(8 different subcategories)					
Comments (don't know, etc.)	1	.4	.8		
Conduct effective/creative programs	1	.4	.8		
Consistency across localities	1	.4	.8		
Dropout prevention programs	1	.4	.8		
Improve staffing	3	1.2	2.4		
Literacy	1	.4	.8		
Networking	3	1.2	2.4		
State association, organize/unify	2	.8	1.6		
Total	246	100.0	196.8	20	100.0

(Total cases = 125; 20 respondents identified a single most important response)

IN YOUR LOCAL SCHOOL DISTRICT/COMMUNITY COLLEGE:

	<u>All Responses</u>			<u>Most Impt. Response</u>	
	<u>No.</u>	<u>% Resp.</u>	<u>% Cases</u>	<u>No.</u>	<u>% Cases</u>
Become politically involved	30	10.6	21.7	3	11.1
Build collaboration & partnership	17	6.0	12.3	1	3.7
Conduct CE-based reform project	7	2.5	5.1	1	3.7
Develop/expand leadership skills	15	5.3	10.9	1	3.7
Document results	3	1.1	2.2		
Educate others about CE	39	13.7	28.3	4	14.8
Identify funding alternatives	32	11.3	23.2	1	3.7
Image: change & modernize	20	7.0	14.5	1	3.7
Increase awareness & visibility of CE	39	13.7	28.3	8	29.6
Involve the community	17	6.0	12.3	4	14.8
Lobby for CE funding	16	5.6	11.6	3	11.1
Lobby for CE support	13	4.6	9.4		
Work with government & legislature	17	6.0	12.3		
Other activities	19	6.7	13.8		
<i>(10 different subcategories)</i>					
<i>Become independent of K-12 schools</i>	<i>1</i>	<i>.4</i>	<i>.7</i>		
<i>Become integral part of education</i>	<i>1</i>	<i>.4</i>	<i>.7</i>		
<i>Comments (don't know, etc.)</i>	<i>5</i>	<i>1.8</i>	<i>3.6</i>		
<i>Conduct effective/creative programs</i>	<i>1</i>	<i>.4</i>	<i>.7</i>		
<i>Dropout prevention programs</i>	<i>1</i>	<i>.4</i>	<i>.7</i>		
<i>Focus on state and local needs</i>	<i>2</i>	<i>.7</i>	<i>1.4</i>		
<i>Improve staffing</i>	<i>2</i>	<i>.7</i>	<i>1.4</i>		
<i>Increase number of full-service schools</i>	<i>2</i>	<i>.7</i>	<i>1.4</i>		
<i>Literacy</i>	<i>1</i>	<i>.4</i>	<i>.7</i>		
<i>Networking</i>	<i>3</i>	<i>1.1</i>	<i>2.2</i>		
Total	284	100.0	205.8	27	100.0

(Total cases = 138; 27 respondents identified a single most important response)